

Duval County Public Schools

Paxon School/Advanced Studies



2015-16 School Improvement Plan

Paxon School/Advanced Studies

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School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	26%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through a rigorous curriculum, best practices in teaching, parental support, student effort, and a caring environment, Paxon School for Advanced Studies will provide a program that allows all students to pass the FCAT at a level 4 or above, pass at least four Advanced Placement examinations with a score of 3 or above, behave in a way that exemplifies Paxon's Motto: Caritas, Constantia, Excellentia, Integritas (Caring, Constancy, Excellence, Integrity), and develop the self-confidence to realize their unlimited potential.

Provide the school's vision statement

Paxon's mission is to prepare students for post-secondary education by graduating self-disciplined, honest, critical thinkers who have a global perspective and a commitment to excellence.

School Environment

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

Our school provides several opportunities to build relationships with students. We have adult volunteers who work with student activities to create a club fair where students are able to explore and share their interests and cultures. All students have access to this activity. Additionally, students are able to seek adult sponsors for activities or interest groups they want to establish in the school. Likewise, adults establish organizations to appeal to various student interests.

The school holds an event called "Multi" which displays culture dances, activities, and foods from various cultures represented in the school. This event is sponsored by the International Student Association and again is open to all students and adults.

Our school counseling office also sponsors events and counsels students and learns their interest in order to assist them in pursuit of academic and extracurricular opportunities. They also share this information with teacher groups in order to more effectively assist students in their progress at the school.

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

The school has created very clear expectations for students regarding acceptable behavior for all students. The school consistently enforces the use of student IDs, use of hall passes, and the need for students to be in adult supervision during class transitions, arrival and dismissal, and after school. Our school has an afternoon enrichment program for students who complete an activity prior to a parent's arrival or for those who cannot be picked up after school. This area provides a safe environment where students are supervised and can complete homework with access to a computer if necessary.

The school has also established an open door policy between students, parents, teachers, and administration where students are encouraged to report behavior that interferes with their well-being.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school utilizes positive behavioral support systems as part of our school wide behavioral systems. The school has established guidelines for success that outline to students behavioral expectations. The CHAMPS system is utilized by teacher to assist with classroom management. To handle disciplinary problems and reduce referrals the school has established a minimum of three teacher interventions prior to writing referrals. The school also utilizes a restorative justice model designed to be more proactive and assist with changing student behaviors. Paxon utilizes the gradual released instructional model to keep students engaged in the lesson to minimize disruptions.

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

The school counseling office utilizes a comprehensive counseling plan to meet student social emotional needs. Our school counseling office works closely with full service schools, the district school counseling office, and numerous outside agencies to provide services to students in need. Restorative Justice also provides peer counseling services and other services to assist with social and emotional issues students may be having.

The school partners with agencies such as Take Stock in Children, Daniel, and others to provide mentoring services to students in need.

The school has also provided students with stress relief activities including meditation and Tai Chi. Additionally, the school is partnering with Daniel to provide group counseling and coping services for students in need.

Early Warning Systems

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

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

The school employs the use of the Academic Review Committee to identify and intervene with students who are not making sufficient academic progress. This committee is comprised of teachers, counselors, and an administrator who meet with students who are at risk of failing or who have failed to determine interventions and action steps.

To monitor attendance the school utilizes an Attendance Intervention Team that includes district personnel and parents to monitor and intervene with students who have attendance issues.

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	0	0	0	
Course failure in ELA or Math	94	84	83	41	302
Level 1 on statewide assessment	7	0	0	0	7

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

The school employs the use of the Academic Review Committee to identify and intervene with students who are not making sufficient academic progress. This committee is comprised of teachers, counselors, and an administrator who meet with students who are at risk of failing or who have failed to determine interventions and action steps.

The school refers students for various interventions including the student tutoring lab and tutoring services offered by faculty.

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 school works to build positive family relationships through partnering with our school PTSA and SAC. The school works with these organizations to establish school goals including parent involvement. Several programs developed in collaboration with these groups include "Leaving the Nest", "Academics R US", "Paxon Clean Cut Days", "Principal Coffee and Chat" and several others. The school also has several initiatives to increase involvement and communication including the monthly newsletters, the school website, guidance website and blog, teacher websites, FOCUS grading and communication system, Gaggie, and weekly phone updates. Additionally, our school counseling office sponsors several parent nights to inform parents about grade level expectations and financial aid.

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

The school has developed business partnerships with several businesses to provide sponsorship for school events such honor roll celebrations, teacher recognition, and sponsorship for various clubs and activities. Additionally, the school has partnered with parent groups to support school efforts for AP testing and other initiatives.

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
Turner, Royce	Principal
Allen, LaShanda	Assistant Principal
Bowen, Andrew	Teacher, K-12
Carver, Mercedes	Teacher, K-12
Chapman, Branda	Teacher, K-12
Clayton, Dionne	Guidance Counselor
Culpepper, Krystal	Guidance Counselor
Gold, Lissa	Teacher, K-12
Martin, John	Teacher, K-12
McLeland, Bradley	Assistant Principal
Rambach, Denise	Teacher, K-12
Royston, Laura	Teacher, K-12
Shreve, Carlan	Administrative Support
Viscariello, Vincent	Teacher, K-12
Weaver, MaryBeth	Assistant Principal
Williams, Danny	Teacher, K-12
	Administrative Support

Duties

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

Each member is responsible for helping to ensure that the MTSS and matters related to school improvement are clearly carried out. They are charged with communicating the expectations for the school's MTSS as well and identify areas for improvement.

The leadership team is also responsible for assisting in the establishment of the academic focus of the school. Team members identify and provide possible solutions for growth areas as well as identify practices that have worked well for the school. Such areas include professional development and input for the school's academic calendar.

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

Our school MTSS is monitored bi-weekly by our school leadership team which represents all areas of the school. The team monitors school progress in the various areas and is tasked with implementing support mechanisms for other personnel to make these systems more effective. This group also shares in the development and monitoring of the SIP structures in the school by helping to identify areas where core instruction, resource allocation and teacher support systems are effective.

SIP structures are also monitored through our school shared decision making body who ensures faculty input in the areas of School Improvement, resource allocation, and teacher supports. This body identifies areas in need of support as voiced by the school's faculty and identifying possible solutions to resolving the perceived issues.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gracie Kennedy	Parent
Royce Turner	Principal
Karl Mann	Parent
Kenneth Devoe	Teacher
Lordes BattledeNorman	Teacher
Naline Thompson	Parent
Renata Henderson	Parent
Shella Shelton	Parent
Tracy O'Sullivan	Business/Community
Dawn Clapsaddle	Education Support Employee
Willie Walker	Business/Community
Gary Hunter	Parent
Kim Goff	Parent
David Dunkly	Parent
Marco Rubero	Student
Cyrus Tookes	Parent
Monique Tookes	Parent
Susan Brodeur	Parent
Dawn Pellitier	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

SAC continually monitors the school improvement plan throughout the year. SAC is provided with updates on school via the normally schedule meeting and during the mid-year stakeholders meetings. Members are able to express concerns about progress pertaining to the plan. The SAC chairman submitted a summary on behalf of the SAC regarding the school progress. The SAC is also responsible for the distribution of school improvement funds. The SAC has developed an evaluation system utilized to determine if requests for school improvement funding are in support of the plan.

Development of this school improvement plan

This school year the SAC was presented information about the school improvement plan and the 8 step problem solving process. It was described to our school's SAC the purpose of the plan and how they were involved with its implementation and monitoring. SAC was asked to contribute to ideas related to the development of our goal and strategies to achieve the goal and give feedback where possible.

Preparation of the school's annual budget and plan

The district utilizes a school allocation model for budgeting purposes. This model and the school's allocations were shared and discussed with the SAC. Members had the opportunity to ask questions and contribute ideas where possible.

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

Classroom textbooks, resources for the school counseling office and student access resources for the Mathematics department were all purchased with school improvement funds last year.

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

SAC is currently recruiting additional members for SAC to replace members who have left because of student matriculation.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Allen, LaShanda	Assistant Principal
Bowen, Andrew	Teacher, K-12
Carver, Mercedes	Teacher, K-12
Chapman, Branda	Teacher, K-12
Clayton, Dionne	Guidance Counselor
Culpepper, Krystal	Guidance Counselor
Gold, Lissa	Teacher, K-12
Martin, John	Teacher, K-12
McLeland, Bradley	Assistant Principal
Rambach, Denise	Teacher, K-12
Royston, Laura	Teacher, K-12
Shreve, Carlan	Administrative Support
Turner, Royce	Principal
Viscariello, Vincent	Teacher, K-12
Weaver, MaryBeth	Assistant Principal
Williams, Danny	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year the group will be tasked with ensuring that various academic areas are supporting the use of the instructional shifts as described by the Common Core initiative. This initiative ensures that students are critically analyzing text in all content areas, being exposed to academic vocabulary, and

building knowledge through content rich non fiction. This is essential to success with the new Florida Standards.

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 school requires teachers to meet weekly in common planning session with teachers in like disciplines. During these sessions teachers plan and discuss instructional strategies for implementation in the classroom. Teacher develop agendas for these session and develop work products to document their efforts.

Teachers meet biweekly in Professional Learning Communities where they meet in large groups to share best practices, participate in professional development and also discuss instructional strategies and interventions.

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

The school will work in collaboration with the district HR department to identify highly qualified candidates of diverse backgrounds. To assist in the retention of teachers, we will maintain monthly meetings for new teachers to provide guidance and support. There have also been teacher mentors or buddies who have been identified to assist others. We will also continue to provide professional development opportunities in a variety of areas that include Advanced Placement, International Baccalaureate, Dual enrollment and instructional strategies.

Persons responsible include the school administration and professional development facilitator.

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

Teachers have been paired with teachers based on a number of areas. Areas that factor into pairings include subject area taught, teaching experience and specialized training such as CET training. Additionally, teachers who have expressed a desire to assist in helping other teachers heavily factors into how they are chosen

Mentor teachers meet with the school professional development facilitator to determine support needed. Mentors also identify areas of support and mentoring activities based on observations and feedback from the teacher being mentored about areas they have identified for support.

Monthly meetings with mentors and with the professional development facilitator are planned.

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

The instructional programs and materials utilized by the school in honors level and standard courses are district endorsed and developed and align with the Florida Standards. Programs and materials utilized in the Advanced Placement Program and the International Baccalaureate Program are approved through these programs and are aligned to the standards as set by the respective governing bodies.

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

The school utilizes data to provide appropriate instructional strategies and interventions at the school and classroom level. In the classroom teachers are able to group students and provide differentiated instruction based on data analysis. Teachers can utilize data to determine appropriate Response to Intervention tiers.

Instruction can be supplemented based on data in the form of tutoring or extended learning opportunities.

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: 0

The school is providing instruction to assist students who have not been able to receive a passing score on the Algebra 1 EOC exam. They are being provided intensive instruction as they are not currently enrolled in an Algebra course.

Strategy Rationale

Students participating in this instruction are not enrolled in Algebra 1 this school year and therefore have not been able to receive instruction on a regular basis. The school believes providing this instructional opportunity will better prepare them for the exam.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Turner, Royce, turnerr@duvalschools.org

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

The teacher who is teaching the course will monitor student progress through formal and informal evaluation in the instructional setting. Additionally, the school will review student scores on the EOC to determine effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

The school has in place activities for Freshmen Transition to assist in the transition from middle school to high school. The students participate in a day long program involving orientation activities and activities designed to increase their knowledge of the school environment, expectations, and develop relationships with school personnel and students. The students participate in other activities during the year including a college tour.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school provides guidance to students on academic and career planning on a continual basis. School counselors conduct classroom visits where they discuss important academic and career related information with classes. Students conference with their counselor and determine their academic path at school through the selection of courses that they believe are most beneficial. The school also has an academic review committee that meets with students having academic difficulty and counsels with those students to determine appropriate changes in their course of study to ensure student success.

College visits are scheduled throughout the school year and participation is open to all students. School Counseling also provides a series of informational evening sessions where college planning, financial aid options, and matriculation to the next grade level are discussed.

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

The school offers a few courses that allow students to integrate skills that will be relevant for college and careers. Students have the opportunity to participate in our TV production academy and leadership courses. The school offers industry certification in Adobe Premier. These courses allow students to apply a variety of skills and perform tasks and duties that they may have to perform in a future career.

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

Our school has been able to gradually increase post secondary readiness as reflected through the High School Feedback Report. Strategies that the school plans to use include close monitoring of student participation in ACT, SAT, and PERT. The school counseling department monitors students who have tested and assist students with registration, provides fee waivers, provides test prep materials, and refers students to outside test preparation activities. Additionally, the school has offered to students this school year ACT/SAT prep courses designed to help them become prepared for those examinations.

Counselors also meet with students for status updates on Bright Futures eligibility. They are able to monitor this through credit checks and academic counseling.

Our school guidance departments also works with seniors to ensure that they all apply for and are accepted to at least one post-secondary institution.

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

The school is focused on ensuring that our students are prepared and sit for post secondary readiness assessments including ACT, SAT, and PERT. We have developed systems to identify students who have not taken or receive passing scores and provide counseling, prep sessions, and waivers for those students. Additionally, the school had partnered with an outside agency to provide free mock testing and feedback sessions to assist in the preparation of our students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If students are post-secondary ready then graduation rate and the number of graduates accepted to college increase.

- G2.** If strategies are implemented to address the instructional shifts for common core across content areas, then student proficiency on assessments 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 students are post-secondary ready then graduation rate and the number of graduates accepted to college increase. 1a

G072013

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- Newly developed monitoring plan. District Counseling Office Senior Credit Checks Senior parent information sessions

Targeted Barriers to Achieving the Goal 3

- Inconsistent utilization of mechanisms for monitoring student progress towards graduation requirements.

Plan to Monitor Progress Toward G1. 8

Percentage of students on track for graduation

Person Responsible

Bradley McLeland

Schedule

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

Evidence of Completion

Senior Credit Check Sheets, ARC Documents

G2. If strategies are implemented to address the instructional shifts for common core across content areas, then student proficiency on assessments will increase. **1a**

G072014

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal **2**

- District Coaches- Coaches are able to provide support in implementation of strategies to effectively incorporate the use of the instructional shifts in the classroom.
- Professional Development- Professional Development concerning the implementation of the instructional shifts in the classroom
- Common Planning and PLCs- Collaborative planning offers opportunities for teachers to share implementation strategies and to analyze data to determine areas of strengths and weaknesses. Additionally during common planning provides opportunity for the development of common assessments so that data between classrooms can be compared.
- Florida Standards Assessment website/Achieve the Core. Engage NY- These resources provide information for teachers, students, and parents regarding the new standards and test specs for the new assessments. The school community can access the training test and an abundance of additional information to assist in preparation of the test and exposure to items requiring the use of the instructional shifts.

Targeted Barriers to Achieving the Goal **3**

- Teachers are being newly introduced to the common core instructional shifts and may need professional development to assist in successful implementation

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

Implementation of the instructional shifts

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Classroom observations, student achievement data, CAST data, professional development, data chats

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

 G072013

G1.B1 Inconsistent utilization of mechanisms for monitoring student progress towards graduation requirements. **2**

 B187774

G1.B1.S1 Develop monitoring plan for senior credit checks **4**

 S199288

Strategy Rationale

To ensure accurate information is transmitted to counselor.

Action Step 1 **5**

Person Responsible

Bradley McLeland

Schedule

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

Evidence of Completion

Senior Credit Check Sheets, Academic Review Committee documents

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

Student graduation credits

Person Responsible

Bradley McLeland

Schedule

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

Evidence of Completion

Senior Credit Check Sheets, Academic Review Committee Documents

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

percentage of students on track for graduation

Person Responsible

Bradley McLeland

Schedule

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

Evidence of Completion

Senior Credit Check Sheets, College Readiness rate

G2. If strategies are implemented to address the instructional shifts for common core across content areas, then student proficiency on assessments will increase. 1

G072014

G2.B1 Teachers are being newly introduced to the common core instructional shifts and may need professional development to assist in successful implementation 2

B187775

G2.B1.S1 Provide professional development to all teachers introducing the instructional shifts and how they impact teaching and learning 4

S199289

Strategy Rationale

To assist teachers in increasing their understanding and their ability to implement the instructional shifts.

Action Step 1 5

Professional Development

Person Responsible

Royce Turner

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Teacher lesson plans. Classroom observation data and student achievement data will serve as evidence for the effectiveness of the training received. Common Planning and PLC agendas and products

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

Professional Development

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Use of strategies addressing the instructional shifts in the classroom (classroom observation data). Instructional shifts addressed in lesson planning

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

Professional Development

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Classroom visits log/observations. Student achievement data. CAST data, data chats, teacher surveys

G2.B1.S2 Provide ongoing professional development that includes strategies and resources for implementation. 4

 S199290

Strategy Rationale

To provide support and deeper understanding and available resources for teachers as they implement the shifts.

Action Step 1 5

Ongoing Professional Development for Strategies and Resources

Person Responsible

Royce Turner

Schedule

On 5/31/2016

Evidence of Completion

Classroom observations/walkthroughs, teacher sharing in PLC and common planning of effective implementation of strategies, lesson plans, common planning and PLC products

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

Ongoing Professional Development

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Classroom observations/walkthroughs, lesson plans, student achievement data, common planning and PLC products

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

Ongoing Professional Development

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Classroom observations/walkthroughs, student achievement data, common planning, plcs, teacher surveys

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	[no content entered]	McLeland, Bradley	8/24/2015	Senior Credit Check Sheets, Academic Review Committee documents	6/6/2016 quarterly
G2.B1.S1.A1	Professional Development	Turner, Royce	8/17/2015	Teacher lesson plans. Classroom observation data and student achievement data will serve as evidence for the effectiveness of the training received. Common Planning and PLC agendas and products	5/31/2016 monthly
G2.B1.S2.A1	Ongoing Professional Development for Strategies and Resources	Turner, Royce	8/17/2015	Classroom observations/walkthroughs, teacher sharing in PLC and common planning of effective implementation of strategies, lesson plans, common planning and PLC products	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Percentage of students on track for graduation	McLeland, Bradley	8/24/2015	Senior Credit Check Sheets, ARC Documents	6/6/2016 quarterly
G1.B1.S1.MA1	percentage of students on track for graduation	McLeland, Bradley	8/24/2015	Senior Credit Check Sheets, College Readiness rate	6/6/2016 quarterly
G1.B1.S1.MA1	Student graduation credits	McLeland, Bradley	8/24/2015	Senior Credit Check Sheets, Academic Review Committee Documents	6/6/2016 quarterly
G2.MA1	Implementation of the instructional shifts	Turner, Royce	8/24/2015	Classroom observations, student achievement data, CAST data, professional development, data chats	6/10/2016 daily
G2.B1.S1.MA1	Professional Development	Turner, Royce	8/24/2015	Classroom visits log/observations. Student achievement data. CAST data, data chats, teacher surveys	6/10/2016 biweekly
G2.B1.S1.MA1	Professional Development	Turner, Royce	8/24/2015	Use of strategies addressing the instructional shifts in the classroom (classroom observation data). Instructional shifts addressed in lesson planning	6/10/2016 biweekly
G2.B1.S2.MA1	Ongoing Professional Development	Turner, Royce	8/24/2015	Classroom observations/walthroughs, student achievement data, common planning, plcs, teacher surveys	6/10/2016 biweekly
G2.B1.S2.MA1	Ongoing Professional Development	Turner, Royce	8/24/2015	Classroom observations/walkthroughs, lesson plans, student achievement data, common planning and PLC products	6/10/2016 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.

G2. If strategies are implemented to address the instructional shifts for common core across content areas, then student proficiency on assessments will increase.

G2.B1 Teachers are being newly introduced to the common core instructional shifts and may need professional development to assist in successful implementation

G2.B1.S1 Provide professional development to all teachers introducing the instructional shifts and how they impact teaching and learning

PD Opportunity 1

Professional Development

Facilitator

Administration

Participants

Available to all teachers

Schedule

Monthly, from 8/17/2015 to 5/31/2016

G2.B1.S2 Provide ongoing professional development that includes strategies and resources for implementation.

PD Opportunity 1

Ongoing Professional Development for Strategies and Resources

Facilitator

Leadership Team

Participants

All classrooms

Schedule

On 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1		\$0.00
2	G2.B1.S1.A1	Professional Development	\$0.00
3	G2.B1.S2.A1	Ongoing Professional Development for Strategies and Resources	\$0.00
Total:			\$0.00