Duval County Public Schools

Darnell Cookman Middle/ High School

2015-16 School Improvement Plan

Darnell Cookman Middle/High School

1701 N DAVIS ST, Jacksonville, FL 32209

http://www.duvalschools.org/darnellcookman

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	41%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

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

To prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards emphasizing integrity, the pursuit of academic excellence, and a passion for life-long learning.

Provide the school's vision statement

Darnell-Cookman SoMA Honor Code
Students at Darnell-Cookman Middle/High School, School of the Medical Arts are expected to uphold the four benchmarks of our school and place high value on intellectual rigor and academic standards.
· Honesty – When students practice honesty, the result is fairness for everyone.
· Respect – Respect is treating others as we would like to be treated. In an environment of respect, work we call our own, is our own.
· Responsibility – Responsibility is the quality of being accountable for our actions and accepting the consequences of our actions.
· Integrity – Integrity is a commitment to a value even when others are not present to witness it.

School Environment

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

The first contact is established through the Magnet Program Tours, or Open House invitations which span several months of the school year. Parents and students are free to walk about the campus, observe classroom instruction, and talk to administrators and teachers about the type of program offered at the school. Quite often, families will attend multiple events, and engage in ongoing conversations about their students' needs. Upon assignment to Darnell, students and parents then attend the Orientation events that allow parents to visually connect to the structure and environment their students will be spending their days.
Once in the classroom, individual student surveys are completed by many teachers, as a means for quickly learning more about the students and their cultures. Other teachers do their research more informally, as all teachers spend the first and last twenty minutes in the hallways, available to speak to students individually. The teachers encourage ongoing cultural inclusion throughout the school year through discussion and projects that allow each individual student to contribute their culture's unique perspective to the classroom learning environment.

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

The school upholds the safety requirements of the district to ensure student safety in all situations. The students are aware of these protocols through the enforcement of the Code of Conduct and through safety drills that the school practices monthly. The importance of safety and respect before, during, and after school is communicated to students and staff through school-wide assemblies. The Administrative team, Guidance department, foundations team, teachers and staff all work closely to communicate the needs of individual students, tailoring the level of perceived safety to that of the individual child. Every student has an Administrator and a Guidance Counselor assigned to them to ensure that no student is overlooked. Teachers and staff work with these advocates to ensure that

students feel respected, through privacy protocol and individual conferencing that allows each student's voice to be heard. In addition, a number of activities are offered before and after school to allow students to interact and collaborate on levels that encourage bonding and respect.

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-wide behavioral system being used is CHAMPS and reinforced with the use of Positive Behavior Intervention and Support (PBIS). In using this model, students have structured expectations for behavior within the classroom and common areas. Students are provided positive feedback and rewards for conduct that aligns with or exceeds school and classroom expectations. Protocols for disciplinary incidents are aligned and closely follow procedures established in the district code of conduct. Restorative justice is utilized as an educational tool for students through the use of peer mediation and student accountability to emphasize the importance of healthy school climate. Personnel trainings are developed by the school foundations team and administered through early dismissal day trainings.

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

Student social-emotional needs are addressed through various measures aimed at providing counseling, mentoring and services that ensure student success. The office of student services works closely with our school guidance department to provide students with the necessary requisites for achievement. Guidance counselors are available to meet with students to deal with both school-related and home-based issues that may be affecting academic performance through one-on-one sessions and referrals to outside agencies. Trainings on topics such as conflict prevention and resolution, impulse control, and decision making, are conducted by the Dean of Discipline, Counselors, Restorative Justice class and advisory staff to assist student development of interpersonal skills.

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

-Students who miss 10% or more of available instructional time
-Students who fail a mathematics and/or English/Language Arts course
-Students who fail two or more courses in any subject
-Students who receive two or more behavioral referrals
-Students who receive one or more behavior referrals that lead to suspension
-Students who receive a Level 1 on the standardized assessments in mathematics and/or English Language Arts courses.

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
	7	8	12	
Attendance below 90 percent	1	1	1	3
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

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

Intervention strategies include:
-Parent/team conference
-Academic Improvement Plans
-Progress Monitoring
-Academic Review Team (conferences, meetings, goal setting, plans)

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/201399.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Generally speaking, the majority of our partnerships stem from some connection to our magnet theme, medical arts. Our biggest partner is Medtronic Medical Devices, which provides academic support to our students by hosting a cranial anatomy workshop for our anatomy and physiology students, and financial support through the funding of our Senior Awards Ceremony.
We are currently in the process of expanding our partnership base by creating a "Viking Crew" of donors, drawn from the local medical community. We hope that we can draw attention to our mission and recruit experts to mentor and engage with our students regarding medical careers that they may wish to pursue. These donors may also choose to support specific in-class activities that are related to their area of specialization, either through direct donation or via gifts in kind.

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
Daniels, Carol	Principal
Talley, Andrea	Assistant Principal
Pustinger, John	Assistant Principal
Reese, Robyn	Instructional Coach
Rowan, Kimberly	Teacher, K-12
Sowell, Scott	Teacher, K-12

Duties

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

The SLT (School Leadership Team) includes representatives from Administrative Team, each Content Department, Activities Director/Test Chair, DTU, SRO, VIC Chair, Counseling Department and Dean of Students. Each member is responsible for bringing updates from their areas and the team functions as a problem-solving group to identify professional development needed, student support systems, and teacher support systems that are necessary to address areas of concern. Individuals who hold a place on the leadership team are: Carol Daniels (Principal), Andrea Y. Talley (Assistant Principal), John Pustinger (Assistant Principal), Jeffrey Pittman (Dean), Tom Pickens (DTU Representativie) Robyn Reese (Testing/Activities), Erica Mack (Counseling Chair), Kimberley Rowan (ELA Chair), M.P. Thornton/Shalawa Triggs (Medical Chair), James Percy(Social Studies Chair), Louis Betancourt (Electives Chair), Tanya Hickson (Math Chair), Scott Sowell (Science Chair), and Lynn Phillips (PE/Health Chair). Deborah Klix (School Resource Officer), Michael Martin (VIC Chair/ Shared Decision Making)
The team meets monthly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the MTSS process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions the MTSS leadership team will closely monitor the progress of students receiving Tier 3 Interventions. Students will then be referred to the School Counseling Team who will make the determination if the student's data supports a meeting with MRT (Multi Response Team) Team.

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

MTSS/RTI is approached in three ways; through content departments to ensure highly effective instruction, specific academic support facilitated through school counselors, and specific behavioral support facilitated through the Dean of Students. Each approach involves the use of school-wide, departmental, and grade level data analysis to identify potential concerns to be addressed at the Tier 1 level. Student grade analysis, progress monitoring data, and teacher feedback are used to identify Tier 2 support groups needed for both academic and behavior support. School counselors and the

Dean of Students additionally identify students who may need Tier 3 supports and then work with a team of the student's teachers, the student, the parent and any additional support personnel to design Tier 3 interventions and monitor progress.
SAI (Supplemental Academic Instruction) funds are utilized to provide students with additional instruction in critical areas. Students are referred by the academic teacher to attend the additional instruction time and the teacher provides the after-school program teacher with the specific skills in which the student needs additional instruction. The academic focus area for the program (math, reading, science, writing) is determined using an analysis of student progress monitoring data on interim assessments.
Students interim assessments will be used to determine placement and focus for the program. Students will be placed on an academic contract that will specify the skills that they need to remediate. Student and after-school teacher will monitor progress every two weeks in the program. Once a student reaches mastery of the skills identified they will be dismissed from the program successfully.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Janet Allen	Business/Community
Carol H. Daniels	Principal
Patti Paquin	Education Support Employee
Robyn Reese	Teacher
Borica Chhem	Student
Tonya Chasten	Parent
Roberta Hill	Parent
Ruth Spencer	Business/Community
Roberta Hull	Parent
Vanisa Robinson	Parent

Duties

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

Evaluation of last year's school improvement plan

The previous year's SIP was presented to SAC and recommendations were made and implemented (as applicable).

Development of this school improvement plan

SAC reviews and recommends modifications as needed to the draft SIP after the School Leadership Team (SLT) develops the plan. SAC recommendations are taken into consideration when making the final changes to the document. SAC reviews and approves of the submission prior to fall upload to the state. SAC also reviews the SIP at the mid point of the year to check on progress towards SIP goals.

Preparation of the school's annual budget and plan

The annual budget was shared with SAC during Spring 2015. New budget was be discussed and shared with team during the September 2015 meeting, and adjustments will be presented during the October session. Both the budget and SIP were agenda items at the September SAC meeting.

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

School Name: Darnell-Cookman Middle/High #145
Principal Name: Carol H. Daniels
Total Amount of School Improvement Funds (SIF) Available: $5,888.15
Please complete the chart below indicating how the SIF Funds will be utilized
Initiative/Item Quantity Cost Extended Cost
Copier/Duplicator Paper 2 24.39
Pencils 18.10
Medical 8th grade textbook 2100.00 Shipping Cost 59.36 Total 2159.36
Text Title: Essential Skills for Health Career Success
Study Guide 8th grade Medical 3595.35 Shipping Cost 87.95 Total 3683.30
Medical grade 8
Text Title: Fundamentals of Anatomy and Physiology
Total
(must equal the total allocation above) $5885.15

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
Rowan, Kimberly	Teacher, K-12
Talley, Andrea	Assistant Principal
Bradford, Naomi	Teacher, K-12
roche, louise	Teacher, K-12
Simmons, Cynthia	Teacher, K-12
Anderson, Caroline	Teacher, K-12
Test, Michael	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1) implementation of writing and reading strategies across content areas
2) Develop consistency in research instruction to support literacy in all content areas
3) Vertical alignment of reading materials and writing expectations
The ELA/Reading Department are participating in common planning, during which time they receive literacy related professional development. the LLT also participates in community reading programs, distributes reading lists for students and teachers, models effective reading instructional strategies, notifies faculty of professional development opportunities, attends state and national reading

conferences (when possible), joins reading related professional organizations, and encourages teachers to earn their Reading Endorsement. In addition, Science and Social Studies teachers will be encouraged to be trained in CAR-PD.

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

Weekly Professional Learning Communities are scheduled during teachers' common planning periods. These PLC work-groups are defined by discipline and allow teachers who share disciplines to work collaboratively on self-defined goals as well as tasks that are aligned with the school's goals.
In addition, during Early Dismissal days, an array of breakout sessions is provided for teachers to choose from. The topics of these sessions are derived from a variety of sources. Some are the direct result of teachers' input regarding their PD needs, while other sessions are driven by district initiatives or student data. These Early Dismissal breakout sessions are collaborative in nature and bring together teachers with common interests and common PD goals.
As a combination middle/high school, vertical alignment through all grades (6-12) is important; therefore, much emphasis is placed on finding ways in which content and skills are reinforced throughout the various grade levels. For our school in particular, we emphasize ways in which our earlier grades can work to support the Advanced Placement courses offered in high school.
Data provided from The New Teacher Project (TNTP) has provided a framework of collaboration needed for the 2015-16 school year. The master schedule has been crafted to ensure departmental common planning, which allows for professional development in addition to strategic work with APs and district support.

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

1) Professional Development is provided based on needs of teachers at all levels; this professional development is typically orchestrated to specifically meet the needs of individual teachers (e.g., highly differentiated); therefore, the PD is highly meaningful and purposeful
2) Peer mentors are assigned to teachers with less than 3 years experience; mentors must attend Clinical Educator Training that focuses on the knowledge/skills of effective mentoring
3) Direct support provided through instructional leadership assignment by department
4) MINT participation with support of PDF- Dr. Scott Sowell (school based)
5) Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design.
6) Observe teachers and provide quality feedback with examples, suggestions, modeling and follow up
7) Task teachers with leadership roles associated with school based initiatives
8) Designated teachers to lead PD sessions
9) Identify teachers to serve on interview panels for new hires
10) Reflection upon data provided though climate survey, in order to implement strategies to improve overall staff satisfaction.

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

Our mentoring system works in conjunction with the district's MINT program. Each individual who is either new to teaching, new to our school, or is returning to teaching after a significant gap in service is paired up with a mentor teacher. Pairings are identified on the basis of several factors, including subject-area specialization, common planning times, departmental organization, and/or specific issues that emerge from the novice teacher's needs assessment survey. Once the mentor/novice teacher pairings

have been established, this relationship is facilitated by the procedures/processes within the MINT guidelines (e.g., checklists, suggested activities, observation forms, etc...). In addition, all mentors and their novice teachers meet together for regular MINT meetings which are organized by our Professional Development Facilitator (PDF). At those meetings, issues and problems are discussed and solutions shared. MINT meetings ate also a time to review the novice teachers' portfolios and the responsibilities of the mentors. The mentor/novice teacher pairing exists until the completion of the MINT program; however, those professional relationships are encouraged to continue beyond what is formally required by MINT.

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

We focus on rigor with intention by using high level critical thinking questions that teach students how to apply gained knowledge and skills. We engage the student in multiple ways through small cooperative learning groups, by encouraging self learners, by utilizing technology in all forms, and by enhancing the medical learning experience (such as pig heart dissections). Field trips to various medical institutions as well as academic institutions provide a connection to real world learning and skills. Constant after school activities and/ or clubs continue the learning process in such areas as Latin, Writing, Math, History etc, and enable our students to see learning as something that occurs beyond the classroom.
The core instructional programs and materials are aligned to Florida Standards through use of Common Planning, PLC, and Early Dismissal sessions. During each of these opportunities teachers are creating lessons that support the Florida Standards, in collaboration with their peers, as well as district-level instructional coaches. Lessons are designed to align with district-developed curriculum guides and learning schedules.

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

Interpret the data of students during PLC every week.
Collaborate on area for remediation and develop strategies to enhance learning.
Utilize program of improving skills in (Art, Math, and Science).
Develop specific concrete weekly objectives for all students in the lowest 25% quartile to follow.
Work with reading coach and teachers to enhance skills.

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: Before School Program

Minutes added to school year: 0

SAI (Supplemental Academic Instruction) funds are utilized to provide students with additional instruction in critical areas. Students are referred by the academic teacher to attend the additional instructional time and the teacher provides the after-school program teacher with the specific skills in which the student needs additional instruction. The academic focus area for the program (math, reading, science, writing) is determined using an analysis of student progress monitoring data on interim assessments.

Strategy Rationale

Teach and Re-teach

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Simmons, Cynthia, simmonsc2@duvalschools.org

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

Students' interim assessments will be used to determine placement and focus for the program. Students will be placed on an academic contract that will specify the skills that they need to remediate. Student and after-school teacher will monitor progress every two weeks in the program. Once a student reaches mastery of the skills identified, they will be dismissed from the program successfully.

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

We utilize our annual orientation to assist parents in understanding the benchmarks for performance in each grade level in an academic, social, and emotional sense. The counseling department also hosts a series of parent nights in the fall and spring, intended to help parents of children in specific grade level cohorts to be informed about the challenges and opportunities currently facing their children. This, we feel, is particularly important for us, as our students stay with us for 7 years, during which time their academic and social needs change immeasurably.
We also utilize teaming through mentorship programs, so that our high school students can assist younger children in identifying current challenges and offering strategies to cope with them.

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 course of study at Darnell-Cookman was designed to progressively build towards college level work and experiences throughout a student's years at the school. Each student also meets regularly with their school counselor (through classroom or individual sessions) to ensure their understanding of the purpose of the courses and each the course help prepare students for the world of work. In

addition, students are encouraged to research and explore the many different career paths within the world of medicine to use their strengths and build on their interests.
Students participate in ePeps, to develop a 4 year plan for high school, as well as a course selection process that starts with students selecting courses with a guidance counselor, engaging in conversation with parents/guardians about course selection then follow-up consultation with a guidance counselor.

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

Darnell-Cookman is a school based on the integration of the world of health and medicine. All students in grades 6 through 9 are enrolled in a medical class that is designed to show the integration of all content areas into real world application and to generate interest in various aspects of the medical fields. In addition, all content area teachers are trained and required to incorporate medical and/or health associations within their lesson plans in order to show students that all areas are integrated and related to their future aspirations.

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

For the 2015-2016 school year, Darnell-Cookman is approaching post-secondary readiness from two aspects; 1) vertical alignment from grades 6-12 to help ensure students are taught at the most rigorous level within each grade level and to ensure that the goals for each grade level are progressing towards post-secondary readiness at the upper grades
2) inclusion of a more specific approach to post-secondary readiness through the use of dual enrollment

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

In an effort to have more students achieve readiness scores, the PERT test is being offered more frequently than in years past. Students in Math and English for college readiness will be tested quarterly. Students are also being encouraged to take and retake the SAT or ACT. Counselors and teachers do well in informing students of the benefits of testing college/post-secondary ready.

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 the number of students accepted into a post-secondary institution 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

G072026

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	
AMO Math - ED	
4-Year Grad Rate (At-Risk)	100.0
College Readiness Reading	100.0
College Readiness Mathematics	100.0

Resources Available to Support the Goal 2

- Use of assessment data to gather information about specific students' strengths and weaknesses in core coursework.
- Common planning amongst departments to assist in the development of common and scaffolded instructional strategies, grade level planning on opposite day
- Targeted after school tutoring in the weeks leading up to EOCs and the FSA to assist students in developing needed test-taking strategies.
- District Scrimmages and Blitzes
- Blended Learning Platforms
- Tutoring and Safety Nets
- Release of Pass Test (High Stakes Test)

Targeted Barriers to Achieving the Goal 3

- Lack of efficient and effective utilization of time.

Plan to Monitor Progress Toward G1. 8

review student progress on district and state assessments by grade level

Person Responsible
Andrea Talley

Schedule
On 6/10/2016

Evidence of Completion
EOC, FSA, PERT,, Achieve 3000 Level Setting (Fall and Spring), AP pass rates, informal data, district/teacher assessments, data chats (using the Equip Protocol)

G2. If students are post-secondary ready then the number of students accepted into a post-secondary institution will increase. 1a

G072027

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	100.0
College Readiness Mathematics	90.0

Resources Available to Support the Goal 2

- Blended Learning Platforms- Achieve 3000 and iReady
- Extended Learning Opportunities for teachers
- AP Insight- AP Biology, AP Chemistry, AP World History
- District/School Based Scrimmages and Blitz
- PLC and Common Planning Time-Professional Learning and Growth
- Curricular Ancillary Materials
- FSA Scoring Rubrics
- Items specs and Content Limits as relates to Planned Lessons and Instruction
- PSAT testing for all students grades 6-10

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge, familiarity, practice and implementation of Tier II and Tier III instruction from classroom teachers, systemic teaching and learning that must to place in order for students to have necessary skills that would enable them to meet post-secondary qualification.

Plan to Monitor Progress Toward G2. 8

review student progress on assessments and targeted writing assessments where available

Person Responsible
Andrea Talley

Schedule
Quarterly, from 10/23/2015 to 6/10/2016

Evidence of Completion
assessment disaggregation, lesson plans, class walk through forms

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

G072026

G1.B1 Lack of efficient and effective utilization of time. 2

B187823

G1.B1.S1 Monitor the usage and implementation of the Common Planning Protocol and Checklist to ensure fidelity, focus and purpose. Monitor the implementation and infusion of Tier II and Tier III instructional practices, within planned lessons, classroom visits, and student data (example: annotation of text, response logs, blended learning platforms). 4

S199367

Strategy Rationale

All departments (core and electives) must implement the Common Planning Protocol/Process with fidelity and consistency in or to maximize the academic experiences/connections of our students via the best instructional practices align with current curricular needs and expectations.

Action Step 1 5

Hold Performance Matters PD sessions for all teachers

Person Responsible

Robyn Reese

Schedule

Semiannually, from 9/9/2015 to 6/10/2016

Evidence of Completion

PD attendance

Action Step 2 5

Sharing of data and instructional resources within content area PLCs

Person Responsible

Carol Daniels

Schedule

Weekly, from 8/15/2015 to 6/10/2016

Evidence of Completion

Data notebooks, lesson plans, PLC minutes and agendas

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

Classroom walkthroughs to verify the implementation of differentiated learning strategies that are based upon individual student data.

Person Responsible

Carol Daniels

Schedule

On 6/10/2016

Evidence of Completion

class walk-through, daily planned lessons, curriculum guide (as relates to pacing), focus walks

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

group reflections on the effectiveness of strategy implementation in content-specific PLCs

Person Responsible

John Pustinger

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

PLC meeting minutes, individual teacher reflection forms

G1.B1.S2 Monitor the implementation and infusion of Tier II and III instruction within the Planned Lessons and classtime 4

S199368

Strategy Rationale

Deeper questioning, thinking, engagement, accountable talk, etc, between the teacher and student will lead to more critical analysis of material and response to assignments, projects, test (school, district, and state).

Action Step 1 5

Monitor use of the common planning tool

Person Responsible

Carol Daniels

Schedule

On 6/3/2016

Evidence of Completion

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

Administration will attend department weekly PLCs, also monitor via Observations and Walk-Throughs

Person Responsible

Carol Daniels

Schedule

On 6/3/2016

Evidence of Completion

Common Planning Agendas and Minutes, Administrative Walk-through notes, Collaboration and Discussion among Administrative Team and Department Heads, Student data

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

Administration will monitor the effectiveness of the common planning protocol throughout the school year via PLCs, viewing of planned lesson, student data review (administrative data chats)

Person Responsible

Andrea Talley

Schedule

On 6/3/2016

Evidence of Completion

Planned Lessons, Student data, Classroom Observations, FOCUS, Instructional Framework

G2. If students are post-secondary ready then the number of students accepted into a post-secondary institution will increase. 1

G072027

G2.B1 Lack of knowledge, familiarity, practice and implementation of Tier II and Tier III instruction from classroom teachers, systemic teaching and learning that must to place in order for students to have necessary skills that would enable them to meet post-secondary qualification. 2

B187824

G2.B1.S1 Develop a set of common strategies, expectations and language to be used school wide in both the MS and the HS, Ensure that each accountability areas, per the grade level, has set content limits to the CGs by using the item specifications and aligning the expectation to quarterly reality, what the student(s) needs based from data. Once set, modify each quarter and use this document to plan future instruction as well as rotational, independent and enrichment work. 4

S199369

Strategy Rationale

A coordinated attack of being on the same page across the board with the same goals,shared vision and like processes leads to students increase academic achievement, in turn leading to increase number of students being post secondary ready before their tenure at Darnell-Cookman expires.

Action Step 1 5

cross-curricular PD time between the Language Arts department and others, to work on common understandings of use of CGs, pacing, setting content limits, use of item specs, modification process being ongoing, like classroom expectations, procedures etc. per the grade levels

Person Responsible

Andrea Talley

Schedule

Monthly, from 9/11/2015 to 6/17/2016

Evidence of Completion

PD attendance and minutes, list of strategies developed to be shared with the whole faculty, Early Dismissal days, gallery walks between content areas

Action Step 2 5

strategic work between MS and HS teachers to make sure that MS are using certain AP strategies in their classrooms

Person Responsible

Carol Daniels

Schedule

Monthly, from 9/11/2015 to 6/10/2016

Evidence of Completion

PD minutes, project rubrics used in class, classroom observations

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

Walk-through, conversations with students, view and analyzing student data as relates to PERT, PSAT, ACT, SAT, AP exam results

Person Responsible

Andrea Talley

Schedule

Annually, from 10/30/2015 to 6/10/2016

Evidence of Completion

meeting minutes, class visits, data analysis, student performance outcomes

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

review of FSA, AP scores, end of year pass rate, PSAT data, AP potential data, SAT/ACT, PERT testing, Dual Enrollment results

Person Responsible

Andrea Talley

Schedule

Quarterly, from 6/3/2015 to 6/10/2016

Evidence of Completion

Students scores on State and National Assessments

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	Hold Performance Matters PD sessions for all teachers	Reese, Robyn	9/9/2015	PD attendance	6/10/2016 semiannually
G1.B1.S2.A1	Monitor use of the common planning tool	Daniels, Carol	10/2/2015		6/3/2016 one-time
G2.B1.S1.A1	cross-curricular PD time between the Language Arts department and others, to work on common understandings of use of CGs, pacing, setting content limits, use of item specs, modification process being ongoing, like classroom expectations, procedures etc. per the grade levels	Talley, Andrea	9/11/2015	PD attendance and minutes, list of strategies developed to be shared with the whole faculty, Early Dismissal days, gallery walks between content areas	6/17/2016 monthly
G1.B1.S1.A2	Sharing of data and instructional resources within content area PLCs	Daniels, Carol	8/15/2015	Data notebooks, lesson plans, PLC minutes and agendas	6/10/2016 weekly
G2.B1.S1.A2	strategic work between MS and HS teachers to make sure that MS are using certain AP strategies in their classrooms	Daniels, Carol	9/11/2015	PD minutes, project rubrics used in class, classroom observations	6/10/2016 monthly
G1.MA1	review student progress on district and state assessments by grade level	Talley, Andrea	10/23/2015	EOC, FSA, PERT,, Achieve 3000 Level Setting (Fall and Spring), AP pass rates, informal data, district/teacher assessments, data chats (using the Equip Protocol)	6/10/2016 one-time
G1.B1.S1.MA1	group reflections on the effectiveness of strategy implementation in content-specific PLCs	Pustinger, John	8/28/2015	PLC meeting minutes, individual teacher reflection forms	6/3/2016 monthly
G1.B1.S1.MA1	Classroom walkthroughs to verify the implementation of differentiated learning strategies that are based upon individual student data.	Daniels, Carol	8/28/2015	class walk-through, daily planned lessons, curriculum guide (as relates to pacing), focus walks	6/10/2016 one-time
G1.B1.S2.MA1	Administration will monitor the effectiveness of the common planning protocol throughout the school year via PLCs, viewing of planned lesson, student data review (administrative data chats)	Talley, Andrea	10/2/2015	Planned Lessons, Student data, Classroom Observations, FOCUS, Instructional Framework	6/3/2016 one-time
G1.B1.S2.MA1	Administration will attend department weekly PLCs, also monitor via Observations and Walk-Throughs	Daniels, Carol	10/2/2015	Common Planning Agendas and Minutes, Administrative Walk-through notes, Collaboration and Discussion among Administrative Team and Department Heads, Student data	6/3/2016 one-time
G2.MA1	review student progress on assessments and targeted writing assessments where available	Talley, Andrea	10/23/2015	assessment disaggregation, lesson plans, class walk through forms	6/10/2016 quarterly
G2.B1.S1.MA1	review of FSA, AP scores, end of year pass rate, PSAT data, AP potential data, SAT/ACT, PERT testing, Dual Enrollment results	Talley, Andrea	6/3/2015	Students scores on State and National Assessments	6/10/2016 quarterly
G2.B1.S1.MA1	Walk-through, conversations with students, view and analyzing student data as relates to PERT, PSAT, ACT, SAT, AP exam results	Talley, Andrea	10/30/2015	meeting minutes, class visits, data analysis, student performance outcomes	6/10/2016 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Lack of efficient and effective utilization of time.

G1.B1.S1 Monitor the usage and implementation of the Common Planning Protocol and Checklist to ensure fidelity, focus and purpose. Monitor the implementation and infusion of Tier II and Tier III instructional practices, within planned lessons, classroom visits, and student data (example: annotation of text, response logs, blended learning platforms).

PD Opportunity 1

Hold Performance Matters PD sessions for all teachers

Facilitator

Malinda Bachelor and/or DAT (Data Assessment Team) Members

Participants

all content area teachers

Schedule

Semiannually, from 9/9/2015 to 6/10/2016

G2. If students are post-secondary ready then the number of students accepted into a post-secondary institution will increase.

G2.B1 Lack of knowledge, familiarity, practice and implementation of Tier II and Tier III instruction from classroom teachers, systemic teaching and learning that must to place in order for students to have necessary skills that would enable them to meet post-secondary qualification.

G2.B1.S1 Develop a set of common strategies, expectations and language to be used school wide in both the MS and the HS, Ensure that each accountability areas, per the grade level, has set content limits to the CGs by using the item specifications and aligning the expectation to quarterly reality, what the student(s) needs based from data. Once set, modify each quarter and use this document to plan future instruction as well as rotational, independent and enrichment work.

PD Opportunity 1

cross-curricular PD time between the Language Arts department and others, to work on common understandings of use of CGs, pacing, setting content limits, use of item specs, modification process being ongoing, like classroom expectations, procedures etc. per the grade levels

Facilitator

ELA teachers

Participants

all teachers

Schedule

Monthly, from 9/11/2015 to 6/17/2016

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	Hold Performance Matters PD sessions for all teachers	$0.00
2	G1.B1.S1.A2	Sharing of data and instructional resources within content area PLCs	$0.00
3	G1.B1.S2.A1	Monitor use of the common planning tool	$0.00
4	G2.B1.S1.A1	cross-curricular PD time between the Language Arts department and others, to work on common understandings of use of CGs, pacing, setting content limits, use of item specs, modification process being ongoing, like classroom expectations, procedures etc. per the grade levels	$0.00
5	G2.B1.S1.A2	strategic work between MS and HS teachers to make sure that MS are using certain AP strategies in their classrooms	$0.00
		Total:	$0.00