

Richard Milburn Academy



2016-17 Schoolwide Improvement Plan

Richard Milburn Academy

1031 MASON AVE, Daytona Beach, FL 32117

<http://rmaflorida.org/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	75%

School Grades History

Year	2017-18	2008-09
Grade		-

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Richard Milburn Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To create and enhance educational opportunity and performance for all student populations that we serve.

To deliver educational services through highly talented and committed employees who value the dignity and ability of each student. We Help Students Achieve!

b. Provide the school's vision statement.

It is our objective to attract at risk students and accept them for who they are. We will provide these students with the opportunity to achieve academic requirements for completion from high school, improve social skills, while learning to become good citizens. We will judge our success by the number of students that meet all course requirements for graduation from high school each school year.

2. School Environment

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

Richard Milburn Academy endeavors to provide an academic environment that promotes academic success, citizenship, and the opportunity to be lifelong learners.

- A curriculum set to state and district mandate, with additional supports provided by teachers helps foster the necessary relationships and continuous growth.

- Our staff receives guidance through professional development and monthly activities (i.e. multicultural festival, Hispanic heritage celebration) to increase cultural awareness.

- Changes in student demographics and needs are shared with school staff to support planning to meet diverse student needs.

- We have honor roll and positive referral breakfasts with the principal which promotes students with good grades, as well as good behavior

- There will be a biannual newsletter to allow parents the opportunity to participate in the learning process of their student(s) as well keep them informed of the happenings.

- Our announcements/letters will also be in Spanish, as well as English

- We have an international food day that coincides with Thanksgiving and field day with both student and teacher participation.

- We have added clubs and after-school activities to provide students and teachers opportunities to socialize after school hours.

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

All school employees will interact with students appropriately and students will maintain all classroom and school expectations. Each teacher is responsible for developing classroom discipline plans and expectations for their class. School assemblies are established/held to ensure students understand both their rights and responsibilities, as well as the potential ramifications. School staff will facilitate consistent application of policies and procedures regarding behavior and classroom expectations. Teachers and staff are located throughout the school, specifically the cafeteria as a holding area, to ensure a safe environment for everyone.

Staff members have 2 way communicators making them aware and available within a moments

notice of any emergencies that may arise. (West)

We have an SRO who monitors the front area throughout the day as well as patrols the area near the school during lunch. (East)

We have CCTV which monitors all halls and classrooms on both campuses.

c. 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.

Teachers and staff are located throughout the school to ensure a safe environment for everyone.

All staff have two way radios making them available at a moments notice.

There is a school wide tardy policy which helps to minimize overall tardy behaviors, especially in the morning and returning from lunch.

Teachers are trained regarding the common behavioral process; discipline referrals processed within 24 hrs to ensure that parents are contacted and other measures are exhausted prior to a teacher writing a referral.

Students and and parents are provided a copy of the student handbook which provides information about the school as well as the expected student conduct.

d. 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.

Our school counselor provides counseling for all students but targets and is focused in her efforts to help those with disabilities. Teachers have been trained in the PST process which identifies at risk students for services both within and outside of the school.

3. Early Warning Systems

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

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

We track and identify the following types of students:

Absences of 10 days or more

Two or more suspensions, out of school

Course failure in ELA or Mathematics

Level 1 in state standardized test (Math or Reading FCAT)

Failing score in subject specific EOC

GPA below 2.0

ESE and ELL status

The SBLT is responsible for developing, implementing and monitoring all aspects of infrascruture, programming and multi-tiered interventions and the School Improvement Plan using problem-solving and collaboration.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	10	11	2	8	31	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	6	5	18	11	40	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

During our parent night we explained to all families the early warning indicators and strategies that can be implemented by both student and parent to ensure success.

Our guidance department has provided a list of resources, via our parent resource center (rm7), within the school and community that are available to assist families as well as open the lines of communication between home and school.

We have a process (PST) for identifying students who are currently exhibiting moderate at risk behavior, assigning those students to case managers/teacher who follow their progress and meet with them to devise a course of action towards their success.

We are inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the lines of communication between parents and student, parents and school, as well as student and school.

The invitation will be in the form of a letter that includes the above agenda, a short synopsis of the EWS indicators, and the number of EWS indicators in which the student is currently identified. We will make personal phone calls to the students' families that are considered currently at risk.

Students identified as exhibiting moderate at risk behavior, assigning these students to a case manager (7th period teacher with Guidance) that will meet with them regularly to devise a course of action and follow up on progress.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312719>.

2. Description

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

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

We provide families with an open door policy to call, drop-in or schedule a conference by phone and in-person with teachers and the support of the counselor and administrator. We also want to keep the lines of communication open by providing frequent opportunities for home-school communication in a variety of formats, allowing families to support and supervise their child's educational progress.

Our vision at RMA is to be a school where academic growth is constantly happening for our students, at the rate they need (individualized learning). Our faculty and staff work to build meaningful relationships through relevant course work and extracurricular activities. We focus on the uniqueness of our students; the demographics of our student population has always been the driving force for academia at RMA.

The teachers and administrators attend community events that promote the school with local civic organizations, and Title I FACT Fair, etc. We partner with local restaurants to recognize our honor roll students and promote their business with our students and families. We also work closely with local businesses to provide our students with school supplies, and other donations used to support our students and families.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sands, Art	Assistant Principal

b. Duties

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

1. New Hires are provided with developmental support by their site-based instructional leader through monthly meetings and targeted feedback.

2. Ongoing professional development training will be provided to address areas of classroom management, instructional best practices, using assessment data to drive curriculum, and other instructional supports.

3. Leadership holds celebrations for staff to support and develop teamwork (luncheon, teacher appreciation, personal thank you notes).

We also involve teachers in the decision making process by asking for their input and feedback (surveys).

2. 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.

Richard Milburn follows the district's four-step problem solving process, with RtI as an integral component of the process. The school improvement plan is based on the strategic analysis of data, and identified resources are matched to the needs of the students /schools. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special need groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move along the appropriate path to graduation. The school works closely with Pam Woods, Title X Coordinator ensure that homeless students have the materials and resources they need to be successful. The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. All instructional staff participate in content-area Professional Learning Communities to model and share high-yield (high effect size) instructional strategies or to refine implementation of the components of the Gradual Release Model.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Houston Conely	Education Support Employee
Sam Smith	Business/Community
Edson Graham	Business/Community
Ashley Kelly	Business/Community
Donna Eldridge	Education Support Employee
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

A SAC meeting was convened, devoted to explaining the SIP process and gaining input from the members. The members were given quarterly updates regarding progress toward the SIP goals. It was presented to the Board/SAC and approved. It was recommended that we work to increase active membership of school personnel as well as students.

b. Development of this school improvement plan

The SAC committee with input from leadership staff has had regular and ongoing input into the School Improvement Plan. SAC has also discussed barriers and potential strategies for the 2016-2017 school year. This input will be included in drafting the plan; drafts to be presented for revisions, input and final approval.

c. Preparation of the school's annual budget and plan

The SAC/Board is presented with a synopsis of budgetary needs to fulfill our school's improvement plan. They in turn make suggestions, discuss the issues, and a vote takes place when funding is available. The board directs the overall use.

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

We were not given school improvement funds last school year. We have earmarked monies to pay for building improvement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

We are adding a parent, teacher and student to the board, which serves as our SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sands, Art	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of individuals organizes activities throughout the school year that help in promoting literacy at all grade levels. These activities include the following:

Support for implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Math

School-based Community Literacy Night

School involvement with the District Literacy Fair

Developing and asking text dependent questions from a range of question types

Developing and analyzing multi-level/scaffolded questions to better understand state assessments

D. Public and Collaborative Teaching

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

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

All teachers of the same grade and subject share a common planning which allows them to work closely in PLC groups on a bimonthly basis, as well as plan collaboratively. The PD's throughout the school year are used for collaboration to plan assessments and formulate plans of action. Many teachers also team vertically.

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

Administration participates in district and state job fair recruitment activities. Administration conducts extensive interviews with candidates to ensure correct selection and placement according to our school's need. Programs are in place to assist new teachers and to provide them with the much needed support. These programs include the New Teachers Program E3 which offers individualized PD and peer classroom visits. Teachers are also given opportunities for leadership and advancement through on the job training and mentoring by a current school administrator.

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

First year and new teachers to RMA are mentored by highly effective teacher. As part of the Peer Assistance and Review program the following activities are provided: Coaching, observations, collaborative lesson planning, and E3. Teachers are paired as much as possible with teachers within their subject and grade level to ensure ease of access. We also have a curriculum and instruction specialist who works closely with all educators in the building.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our teachers use district curriculum maps and pacing guides to plan and pace their instruction. Instruction for each subject is based on the district provided curriculum, which is aligned to Florida standards. Teachers plan independently and collectively using the maps and guides ensuring that students gain at minimum a proficient level of learning and understanding. At a minimum twice a year teachers are observed and evaluated on their teaching of these standards. They are also provided support and guidance if it is determined that they are not teaching at an acceptable level. Regardless of their level of teaching, all are given continual professional development and support.

b. Instructional Strategies

1. 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.

Our teachers meet in PLC meetings weekly to plan and address issues including academically struggling students. During these meetings teachers discuss state assessment, district DIA, and classroom data. They review the validity of their own and peer assessments as well as student performance. Based on these meetings plans of action are formulated to help under-performing students. Teachers also plan collectively in a vertical manner. The school has tutoring, offered every day after school (except on Fridays and Wednesdays) to ensure students are given the opportunity for remediation and enrichment. Also two weeks of every quarter students are given these opportunities in class as part of closing the lesson. Teachers are available and meet with students before school as well as during lunch.

2. 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: 108

Student identified with a need in an area are placed with a highly qualified teacher in a 10:1 ratio, and given intensive instruction in core areas.

Strategy Rationale

We are attempting to raise proficiency level and resultant high stake test scores of students identified as far below, as well as those bubble students who are just under proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sands, Art, assands@volusia.k12.fl.us

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

Student FCAT, FSA and EOC scores, will be compared to the score they receive at years end with benchmarks as pivotal points.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We also provide orientation which allows students to not only become familiar with the building before school starts, but also to meet staff and faculty, as well as other students.

b. College and Career Readiness

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

Students will receive mentoring support and small group information sessions through our homerooms.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement research-based instructional strategies, increasing student achievement.
- G2.** Consistent implementation of PBIS that supports student learning
- G3.** Increase instructional minutes to 60 (bell to bell) as a means to increase passing scores and graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Implement research-based instructional strategies, increasing student achievement. 1a

G083409

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	

Targeted Barriers to Achieving the Goal 3

- Teacher capacity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Change LLC Professional Development
- Testing Data
- Hattie Meta-Analysis

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Consistent implementation of PBIS that supports student learning 1a

 G083410

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Discipline incidents

Targeted Barriers to Achieving the Goal 3

- Lack of School-wide system to address PBIS

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Discipline Plan
- State PBIS
- Personnel

Plan to Monitor Progress Toward G2. 8

Develop and implement clearly defined behavior matrix

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G2. 8

Develop Consistent school-wide academic and behavior expectations

Person Responsible

Schedule

Evidence of Completion

G3. Increase instructional minutes to 60 (bell to bell) as a means to increase passing scores and graduation rate. 1a

G083411

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	25.0
Instructional Minutes	60.0
U.S. History EOC Pass	10.0
ELA/Reading Lowest 25% Gains	3.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- EDGE
- EOC and FSA Practice Assessments
- Achieve 3000

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

 = Problem Solving Step  S123456 = Quick Key


G1. Implement research-based instructional strategies, increasing student achievement. 1

 G083409

G1.B1 Teacher capacity 2

 B221155

G1.B1.S1 Professional learning on differentiating instruction. 4

 S233431

Strategy Rationale

Action Step 1 5

Unpacking and understanding teaching to complexity

Person Responsible

Art Sands

Schedule

Quarterly, from 9/5/2016 to 5/24/2017

Evidence of Completion

Walkthroughs

Action Step 2 5

Data formative and ongoing progress monitoring

Person Responsible

Art Sands

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Action Step 3 5

Research based instruction delivery model

Person Responsible

Art Sands

Schedule

Evidence of Completion

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

Walkthroughs to check that instruction is aligned to complexity

Person Responsible

Art Sands

Schedule

Quarterly, from 9/19/2016 to 9/19/2016

Evidence of Completion

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

Student work

Person Responsible

Art Sands

Schedule

Quarterly, from 10/21/2016 to 10/21/2016

Evidence of Completion

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

Walk through

Person Responsible

Art Sands

Schedule

Quarterly, from 10/28/2016 to 10/28/2016

Evidence of Completion

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

SIP Progress Monitoring Meeting

Person Responsible









Art Sands

Schedule

On 7/9/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M303544	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A3  A299232	Research based instruction delivery model	Sands, Art	No Start Date		No End Date one-time
G1.B1.S1.MA1  M303542	Walkthroughs to check that instruction is aligned to complexity	Sands, Art	9/19/2016		9/19/2016 quarterly
G1.B1.S1.MA2  M303543	Student work	Sands, Art	10/21/2016		10/21/2016 quarterly
G1.B1.S1.MA1  M303540	Walk through	Sands, Art	10/28/2016		10/28/2016 quarterly
G1.B1.S1.A1  A299230	Unpacking and understanding teaching to complexity	Sands, Art	9/5/2016	Walkthroughs	5/24/2017 quarterly
G1.B1.S1.A2  A299231	Data formative and ongoing progress monitoring	Sands, Art	10/3/2016		5/24/2017 quarterly
G1.B1.S1.MA4  M303541	SIP Progress Monitoring Meeting	Sands, Art	1/9/2017		7/9/2017 one-time

V. Professional Development Opportunities

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

G1. Implement research-based instructional strategies, increasing student achievement.

G1.B1 Teacher capacity

G1.B1.S1 Professional learning on differentiating instruction.

PD Opportunity 1

Unpacking and understanding teaching to complexity

Facilitator

Change LLC

Participants

Schedule

Quarterly, from 9/5/2016 to 5/24/2017

PD Opportunity 2

Data formative and ongoing progress monitoring

Facilitator

Change LLC

Participants

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

PD Opportunity 3

Research based instruction delivery model

Facilitator

Participants

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Unpacking and understanding teaching to complexity	\$0.00
2	G1.B1.S1.A2	Data formative and ongoing progress monitoring	\$0.00
3	G1.B1.S1.A3	Research based instruction delivery model	\$0.00
Total:			\$0.00