Andrew Jackson High School

2016-17 Schoolwide Improvement Plan

Andrew Jackson High School

3816 N MAIN ST, Jacksonville, FL 32206

http://www.duvalschools.org/ajhs

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	F	D

*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 Duval 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Andrew Jackson High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	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 guide and oversee the implementation of a system of school improvements and accountability which will result in educational excellence and the highest level of student learning, and thereby, the opportunity for every Jackson student to be successful in a global economy, changing social structure and be both a contributing and productive citizen.

b. Provide the school's vision statement.

All of our students will succeed in school, be prepared for the workforce and become interested, involved citizens.

2. School Environment

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

Students are given multiple surveys throughout the year that allow them to discuss the climate and culture within the school environment. Teachers also administer learning style surveys and writing prompts that ask for students interests and personal stories that can be used to connect to differentiated instruction within the class. There are various clubs and athletics that students can become involved in that are sponsored by teachers which build relationships between students and teachers.

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

Before school, City Year corp members and staff welcome students as they enter the school. In between classes, each teacher greets each student at the door to welcome them to class and encourages students for a good class experience. After school, students are escorted to bus loading area by teachers, administrators, and security which allows for opportunities to interact with students outside the classroom. Students have opportunities to excel in their coursework with after-school tutoring that is provided by multiple teachers each day.

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.

The school-wide behavioral system being used is CHAMPS and reinforced with the use of Positive Behavior Intervention and Supports (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 student 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 Release day trainings.

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.

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 school related and home issues that may be affecting school performance through one-on one session and referrals to outside agencies. Trainings on topics such as conflict prevention &resolution, impulse control, and decision making, are conducted by the Dean of discipline and advisory staff to assist student development of student interpersonal skills. 9th Grade students have the opportunity to participate in a new initiative that was funded via the i3 grant this school year (BARR) - Building Assets Reducing Risks. BARR is a school reform model that is specifically designed to address the social-emotional needs of 9th grade students while integrating academic models of support as well.

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.

The school early warning indicators are set forth and contains 3 of 4 indicators as follows:
- Attendance has fallen below 75%
- Level 1 score on the statewide, standardized assessments in English Language Arts or Math.
- Has received 2 disciplinary referrals or 1 suspension.
- Course failure in English Language Arts (ELA) or Math.

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	0	0	0	0	
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	0	0	0	0	

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	

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

City Year
- CY provides support to lowest performing 9th grade students in the areas of Reading, Math, Attendance and Behavior

BARR/TSIC

- Grant funded program that supports the social emotional well being of 10th grade students

Jacksonville Teacher Residency Program
- Teacher preparation program for critical needs areas (Math and Science)

Truancy Officer
- Provides support to school with students who are critically absent and or tardy

Reading Interventionist
- Provides direct support for lowest performing 10th grade students in the area of reading with a direct emphasis on fluency, vocabulary, word recognition, and phonemic awareness

Communities In Schools
- Provides support to students and families with basic social emotional support in addition to mentoring

Greater Springfield Family Resource Center
- Provides support to students and families with counseling, medical support and basic needs.

Master Scheduling (based on tiered support)
- Advanced Enrichment
- Reading Enrichment
- TTS
- TCA

B. Family and Community Engagement

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).

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. § 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 available at the school site.

2. Description

Our goal is to Increase the percentage of parental attendance at parental involvement activities in our school. We are working to develop programs that allow parents to have an active role in their child's education and learning environment. We will target parental involvement by coordinating and integrating programs that align the parents understanding of grades and school programs with the instructional goals established for our school.

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.

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support he school and student achievement through fostering positive community relationships and encouraging members of the community to play an active role in the schools SAC and PTSA. Additionally local community members are encouraged to be volunteers on campus.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Daniels, Evan	Principal
Clinch, Tracolya	Assistant Principal
Ashley, Sharmariton	Instructional Coach
Parsons, Le'titia	Instructional Coach
Potts, Ebony	Assistant Principal
Townsend, Michael	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.

Principal: Evan Daniels
Assistant Principal: Tracolya Clinch
Assistant Principal: Ebony Potts
Assistant Principal: Michael Townsend

Test Coordinator: Karen Cross
Discipline Dean/Foundations Team Chair:
Math Coach: La'Titia Parsons
Reading Coach: Sharmariton Ashley
Graduation Coach: Sabrina Stargill
ESE Lead Teacher: Sheryl Anderson
Dean: Richard Barnard
School Counselor: Marvin Brown (MTSS Facilitator/Guidance Chair), Aundrelet Clarke and Henry Dunn
Department Chairpersons: Allison Williams, Kellie Trotter, Kaitlyn Christianson, Deborah Kootsouradis, Henry Bui

The team meets biweekly 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 Guidance Team who will make the determination if the student's data supports a meeting with the MRT Team.

Principal: Evan Daniels - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection;

provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Assistant Principals:Tracolya Clinch, Ebony Potts and Michael Towsend provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Discipline Dean/Foundations Chair: Richard Barnardl - Provide information about school wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

ESE Lead Teacher: Sheryl Anderson - participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Guidance Chair/MTSS Facilitator: Marvin Brown - participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.

School Counselors: Marvin Brown, Aundrelet Clarke and Henry Dunn - provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; credit checks, student scheduling, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Professional Development Facilitator: Ebony Bozeman - develops or brokers technology necessary to manage and display data; provides professional development and technical support to new teachers and staff regarding data management and display

ELA/Reading Chairperson: Deborah Kootsouradis, Math Chairperson:Henry Bui, Science Chairperson: Allison Williams, Social Studies Chairperson: Kaitlyn Christianson, Electives Chairperson: Kellie Trotter - provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Test Coordinator: Karen Cross - responsible for the administration of numerous district, state, national, and, international assessment programs. Regardless of the type of program, there are a number of commonalities in
the responsibilities at the school site. For example, TC's will need to:
• plan ahead to ensure that school administrators, teachers, parents, and students
are aware of the dates and times of the test administration windows;
• provide school-level training for everyone who will be either administering tests,
proctoring test sessions, or handling the testing materials;
• locate a secure storage room for testing materials;
• select rooms for testing that have adequate space, seating, ventilation, and lighting;
• ensure that all needed testing materials have arrived and have been counted; and
• audit testing rooms and materials to ensure that the test is being administered
according to the guidelines and procedures specified in the testing program's
administration manual/program guide;
• process test materials for local scoring or for return to the district warehouse, or test
contractor, depending on the program.

Academic Coaches: Reading Coach (Sharmariton Ashley), Math Coach (La'Titia Parsons) and Graduation Coach (Sabrina Stargill) - Academic Coaches (Reading and Math) coordinate the school's/departments staff development; facilitating onsite professional development sessions; serving as a member of the school's design/leadership team; providing model lessons for teachers; assisting teachers in securing resources for carrying out school improvement plans; monitoring teaching practices; and facilitating continuous assessment of student progress. The role of the Graduation Coach is to provide assistance to students, individually and in groups, which includes but is not limited to analyzing data to identify students or subgroups with potential high
school graduation problems, including math/reading course completion; planning, implementing, and tracking
individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating
smooth transitions from high school to post-secondary opportunities.

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.

Tier I interventions are designed for every student in the general curriculum. Best practices are aligned with student data to drive instruction and professional development. Teachers use differentiated instruction to increase student understanding. Differentiated professional development is implemented during
common planning and early release Wednesdays, and then monitored to ensure that the

specific outcomes are being implemented in the classroom with students.

The Tier II supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and/or the school support staff (the Instructional coaches, Test Coordinator, and/or administration). Following data analysis, instructional strategies are created during common planning by content area teachers and school-based coaches. Small group remediation is then facilitated by the teacher. Data is monitored to determine the level of success.

The Tier III supports are individualized and occur throughout the year. Tier III individual education is data based using various data sources which include but are not limited to: State assessment data, district assessment data, student's GPA, discipline data, and attendance data.

Title I, Part A
Services are provided to verify that students in need of remediation have assistance after school and for an extended school year.

Title X- Homeless
Services are provided to make certain students who are designated as homeless have assistance. Primary assistance is provided by school-based guidance counselors and is extended through the Full Service Schools program.

Supplemental Academic Instruction (SAI)
SAI funding will be used for afterschool tutoring and Saturday School. When made available, funds will be used to purchase tutoring and enrichment supplies. Students are provided additional tutoring by certified teachers.

Nutrition Programs
All students will be provided free breakfast and free lunch.

Adult Education
Community education courses will be offered in the evening and on weekends in the areas of technology and Driver's Education.

Career and Technical Education
Andrew Jackson serves as a magnet school for Cybersecurity, Sports Medicine, Health Sciences and AFJROTC. Students have an opportunity to complete the requisite coursework and take the EKG exam prior to graduating.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Evan Daniels	Principal
Twilla Washington	Education Support Employee
Ingrid Bowman-Thomas	Parent
Tyrone McCloud	Business/Community
Yolanda Mitchell	Parent
Kenya Floyd	Business/Community
Henry Bui	Teacher
Jaylen Knight	Student
Jeanette Ali	Parent

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

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

b. Development of this school improvement plan

Once our plan was developed, it was presented to the SAC Committee for approval. Each section was reviewed and the SAC Committee discussed and made changes as needed. This will be an on-going process throughout the year.

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

Annual budget was shared with SAC during Spring 2014. New budget will be discussed and shared with team during September 2014 meeting.

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

All school improvement funds, if given, will be used to purchase any needed supplies for classroom instruction and improvements.

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.

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
Daniels, Evan	Principal
Ashley, Sharmariton	Instructional Coach
Fisher, Bradley	Teacher, K-12
Williams, Allison	Teacher, K-12
	Teacher, K-12

b. Duties

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

Ensure that the ELA/Reading Department are participating in Common Planning, and ensure that identified teachers are participating in literacy related professional development with reading teachers. Participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction and strategies, notify the faculty of professional development opportunities, attend state and national reading conferences when possible, join reading related professional organizations, and encourage teachers to earn their Reading Endorsement. In addition, Science and Social Studies teachers will be encouraged to be trained in CAR-PD.

D. 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).

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

Each year the Leadership Team takes several items into consideration to encourage positive working relationships between teachers and administration. Data provided from The New Teacher Project (TNTP) has provided a framework of collaboration needed for the 2016-2017 school year. The master schedule has been crafted to ensure departmental common planning, which allows for professional development in addition to strategic work with academic coaches. Additional strategies are faculty meetings, leadership team meetings, and Shared Decision Making.

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

1. Respond to walk ins and faxed resumes (Principal, Assistant Principals)

2. Work with Human Resources Department to find quality applicants from college and university informational fairs (Principal, Assistant Principals)

3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design. (Principal, PDF – Professional Development Facilitator, (Mentor Teachers)

4. Teacher Induction Program (TIP) – Assists beginning teachers with meeting the professional requirements of the state statutes. (Principal, PDF – Professional Development Facilitator)

5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers (Principal, PDF – Professional Development Facilitator, Mentor Teachers)

6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction. (Principal, Assistant Principals, Leadership Team)

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

Year 1 Mentee Names:
1. Edward Jones
2. Leonard Smith
3. Tristen Robinson
4. Henry Dunn
5. Colleen Vetter
6. Eric McMillan

3. Ian Lozano
4. Rikki Scott
5. Alivia Heath
6. Sandi Collins
7. Susan Mayer
8. Anna McDaniel
9. Marvin Brown
10. Corey Addison
11. Dontavia Morris
12. Jovonnie Ford

Year 2 Mentee Names:
1. Ian Lozano
2. Rikki Scott
3. Sandi Collins
4. Anna McDaniel
5. Marvin Brown
6. Corey Addison
7. Jovonnie Ford

Year 1 Mentor Names:
1. Lorlesha Bryant
2. Kelly Trotter
3. Henry Bui
4. Jeanette Ali
5. Richard Barnes
6. Vivianne Davis
7. Eddie Kiep
8. Trent Johnson
9. Andrea Barletta
10. Alison Williams
11. Andrea Barletta
12. Kathy Tisdale

Year 2 Mentor Names:
1. Henry Colado
2. Ebony Bozeman
3. William Spell
4. William Spell

5. Richard Barnes
6. Ebony Bozeman
7. Allison Williams
8. Ebony Bozeman

Rationale for Pairing
- Content Specific
- CET Trained
- Veteran Teacher

Planned Mentoring Activities
1.- 6. Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.

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.

The school ensures its core instructional programs and materials are aligned to Florida's standards through use of Common Planning, PLC and Early Release Sessions. During each of these opportunities teachers are creating lessons that support that support the Florida standards.

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.

n/a

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: Extended School Day

Minutes added to school year: 9,000

After school tutoring will be offered in the areas of reading, math, and science. This will be additional instruction in core academic subjects.

Strategy Rationale

After School tutorials focus on increasing student achievement in the following areas: ELA/Reading (9/10), ACT/SAT prep, Algebra 1, Algebra 2, Geometry, US History and Biology.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Daniels, Evan, danielse1@duvalschools.org

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

Students who are in attendance during after-school tutoring will be tracked to determine the effectiveness of the intervention. The data collected will include weekly scrimmages, classroom assessments, as well as district and state assessment data.

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. § 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.

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 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. Students have the opportunity to select elective course offerings which include business technology, AFJROTC, art, AVID, television production, french, spanish and medical courses.
The business courses teach employability skills while verifying that the students maintain gainful employment, Courses in the Health Sciences Academy require student clinical hours, this providing students with the opportunity to become a CNA and industry requirements for Home Health Aide. Through AFJROTC students can choose to continue studies and enlist in the military or further educational studies.
All students complete the Florida Ready to Work assessment giving them the opportunity to earn additional credentials for employability.

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

Students are offered elective courses in business, technology, AFJROTC, art and medical courses. The business courses teach employability skills while verifying that the students maintain gainful employment, while courses in the Medical Academy require student clinical hours. These courses provide students with the opportunity to earn a Certified Nursing Assistant (CNA) certification and industry requirements for Home Health Aide. Through AFJROTC students can choose to continue studies and enlist in the military or further educational studies.

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

Andrew Jackson is establishing a college going culture. Students are encouraged to participate in any of the Five Advanced Placement (AP) courses currently offered. The AP Honors program is offered as a county-based accelerated program. Students agree to complete 9 Advanced Placement courses within their high school career and after taking all exams will receive a special seal on their diploma. AP Summer Bridge is offered for all incoming 9th graders as well as AP study sessions for students who need additional assistance with the rigor of the coursework. Additionally all 9th graders are provided a Transition elective class.
Dual Enrollment courses are offered through Florida State College at Jacksonville. Tenth and eleventh grade students take the College Placement exam in the spring and are encouraged to take the courses for which they qualify. Students participate daily in ACT and SAT prep during school-based enrichment time and/or the ACT/SAT Prep course offered in the master schedule. Andrew Jackson is a testing site for both ACT and SAT and therefore students are encouraged to test in the familiar environment of their high school. Yearly, Guidance Counselors provide assistance in applying to at least one college or university. While college tours are conducted and college presentations are planned onsite, students are given additional recognition for
attending college fairs and/or completing non school planned college tours. All seniors who have been accepted to a college or university are recognized immediately via the morning announcements and annually at a school based Scholarship Awards breakfast planned by the guidance department. Annually, in the spring, students participate in an onsite interview day. Area businesses interview students and offer immediate employment. In preparing for this event students receive instruction in appropriate resume writing, interviewing and other professional development skills.

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers are provided with active engagement strategies, then there will be an increase in student engagement during instructional delivery.

G2.   If teachers implement the use of school-wide critical reading, writing and thinking strategies with fidelity, then students' comprehension of rigorous texts will increase.

G3.   If teachers consistently use the strategic Instructional Framework while emphasizing the Gradual Release of Responsibility Model, then student ownership of learning will occur.

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. If teachers are provided with active engagement strategies, then there will be an increase in student engagement during instructional delivery. `1a`

🔍 G084209

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	33.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
Algebra I EOC Pass Rate	55.0
Geometry EOC Pass Rate	52.0
Math Gains	55.0
Math Lowest 25% Gains	71.0
Bio I EOC Pass	48.0
College Readiness Reading	70.0
College Readiness Mathematics	40.0

Targeted Barriers to Achieving the Goal `3`

- Teachers' developing knowledge of "active engagement" and the strategies for implementation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Academic Coaches

- District Specialists

- Administrators

- Student Active Engagement Strategy Resources

Plan to Monitor Progress Toward G1. `8`

Student performance data analysis

Person Responsible
Evan Daniels

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Increase in student performance data based upon interim and ongoing progress monitoring assessments

G2. If teachers implement the use of school-wide critical reading, writing and thinking strategies with fidelity, then students' comprehension of rigorous texts will increase. `1a`

🔍 G084210

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	25.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
Algebra I EOC Pass Rate	55.0
Geometry EOC Pass Rate	52.0
Math Lowest 25% Gains	71.0
Bio I EOC Pass	56.0
College Readiness Reading	70.0
College Readiness Mathematics	40.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal `3`

- Teachers' developing understanding of qualitative and quantitative measures affecting complex texts

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Academic Coaches

- District Specialists

- Administrators

- Instructional Strategies professional literature

- Common Core/Florida Standards Resources

- Text Complexity Resources/Materials

Plan to Monitor Progress Toward G2. `8`

Student performance data analysis

Person Responsible
Evan Daniels

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Increase in student performance data based upon quarterly CGAs and ongoing progress monitoring assessments

G3. If teachers consistently use the strategic Instructional Framework while emphasizing the Gradual Release of Responsibility Model, then student ownership of learning will occur. 1a

🔍 G084211

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	27.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
Algebra I EOC Pass Rate	55.0
Geometry EOC Pass Rate	52.0
Math Gains	55.0
Math Lowest 25% Gains	71.0
Bio I EOC Pass	56.0
College Readiness Reading	70.0
College Readiness Mathematics	40.0

Targeted Barriers to Achieving the Goal 3

- Teacher misconceptions and buy-in related to instructional delivery and best practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialists

- Academic Coaches

- Resource materials - Instructional Frameworks, Gradual Release of Responsibility research in practice

- Adapted Instructional Frameworks for non-Literacy courses

Plan to Monitor Progress Toward G3. 8

Student performance data analysis

Person Responsible
Evan Daniels

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Increase in student performance data based upon quarterly CGAs and ongoing progress monitoring assessments

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 teachers are provided with active engagement strategies, then there will be an increase in student engagement during instructional delivery. `1`

🔑 G084209

G1.B1 Teachers' developing knowledge of "active engagement" and the strategies for implementation `2`

🔑 B223762

G1.B1.S1 Professional development facilitated by administrators, academic coaches, and teacher leaders who have effectively employed active engagement strategies for the benefit of student achievement and reduction of off-task behavior `4`

🔑 S236097

Strategy Rationale

If there is an increased, deliberate use of active engagement strategies in teacher practice, there should be an increase in on-task, engaged student behaviors that will lend to increased student ownership of learning.

Action Step 1 `5`

Professional development facilitated with a focus on active engagement strategies through PLCs

Person Responsible

Evan Daniels

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC agendas and minutes, teacher tasks in transfer, teacher lesson plans

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

Administrators will conduct ongoing focus walks for active engagement in all classrooms

Person Responsible

Evan Daniels

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

completed engagement walkthrough observation forms

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

Academic Leadership Team will analyze observation data to determine effectiveness of PD to determine next steps

Person Responsible

Evan Daniels

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data analysis of observation data with identified trends and needs for future development

G2. If teachers implement the use of school-wide critical reading, writing and thinking strategies with fidelity, then students' comprehension of rigorous texts will increase. 1

🔑 G084210

G2.B1 Teachers' developing understanding of qualitative and quantitative measures affecting complex texts 2

🔑 B223764

G2.B1.S1 Professional development facilitated by administrators, academic coaches, and teacher leaders who have effectively utilized models for the analysis of text complexity and ongoing use of complex texts in instruction. 4

🔑 S236098

Strategy Rationale

If teachers can properly learn to analyze text complexity, they can ensure students are consistently presented with rigorous texts that cognitively challenge students to work through the struggles allowing for increased opportunities to boost comprehension.

Action Step 1 5

Professional development facilitated by administrators, academic coaches, and teacher leaders to model the process for analyzing text complexity as well as to offer its rationale for use. The goal is for the teachers to understand that continued exposure to rigorous texts will allow students to struggle through challenges that provide parallel experiences to state assessments.

Person Responsible

Evan Daniels

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC agenda and minutes, teacher tasks in transfer, on-going PLC analysis of student work with protocol, teacher lesson plans

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

Administrators will conduct ongoing classroom observations with a focus on use of complex texts and the level of student work

Person Responsible

Evan Daniels

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

observation logs with emphasis on student work with rigorous texts, student work protocols through PLCs, text complexity of texts used for core and supplemental instruction

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

Academic Leadership Team will analyze observation data to determine effectiveness of PD to determine next steps

Person Responsible

Evan Daniels

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data analysis of observation data with identified trends and needs for future development

G3. If teachers consistently use the strategic Instructional Framework while emphasizing the Gradual Release of Responsibility Model, then student ownership of learning will occur. 1

🔑 G084211

G3.B1 Teacher misconceptions and buy-in related to instructional delivery and best practices 2

🔑 B223767

G3.B1.S1 Continuous PD with research-based rationales for the required Instructional Frameworks and GRRM model 4

🔑 S236100

Strategy Rationale

Teachers often revert to what they know or how they were taught and can often be skeptical of changing and adapting to expectations that require a shift from teacher behaviors to student behaviors. Presenting the research and PD will make teacher more knowledgeable about the frameworks and thus increase teacher buy-in and implementation.

Action Step 1 5

Professional development facilitated to assist teachers in effectively implementing the required Instructional Frameworks with a focus on the GRRM model.

Person Responsible

Evan Daniels

Schedule

On 6/2/2017

Evidence of Completion

PLC agendas and minutes, Instructional Framework Materials embedded in teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Leadership team will attend PLCs routinely and review minutes forms for effective PD

Person Responsible

Evan Daniels

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC minutes forms and agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Leadership team will share the results of all content area PLCs by reviewing the minutes forms and performing continuous focus walks for evidence of implementation of the frameworks

Person Responsible

Evan Daniels

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

classroom walkthroughs

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 M310199	Student performance data analysis	Daniels, Evan	8/15/2016	Increase in student performance data based upon interim and ongoing progress monitoring assessments	6/2/2017 quarterly
G2.MA1 M310204	Student performance data analysis	Daniels, Evan	8/15/2016	Increase in student performance data based upon quarterly CGAs and ongoing progress monitoring assessments	6/2/2017 quarterly
G3.MA1 M310209	Student performance data analysis	Daniels, Evan	8/15/2016	Increase in student performance data based upon quarterly CGAs and ongoing progress monitoring assessments	6/2/2017 quarterly
G1.B1.S1.MA1 M310197	Academic Leadership Team will analyze observation data to determine effectiveness of PD to...	Daniels, Evan	8/15/2016	Data analysis of observation data with identified trends and needs for future development	6/2/2017 biweekly
G1.B1.S1.MA1 M310198	Administrators will conduct ongoing focus walks for active engagement in all classrooms	Daniels, Evan	8/15/2016	completed engagement walkthrough observation forms	6/2/2017 daily
G1.B1.S1.A1 A304550	Professional development facilitated with a focus on active engagement strategies through PLCs	Daniels, Evan	8/15/2016	PLC agendas and minutes, teacher tasks in transfer, teacher lesson plans	6/2/2017 biweekly
G2.B1.S1.MA1 M310200	Academic Leadership Team will analyze observation data to determine effectiveness of PD to...	Daniels, Evan	8/15/2016	Data analysis of observation data with identified trends and needs for future development	6/2/2017 weekly
G2.B1.S1.MA1 M310201	Administrators will conduct ongoing classroom observations with a focus on use of complex texts and...	Daniels, Evan	8/15/2016	observation logs with emphasis on student work with rigorous texts, student work protocols through PLCs, text complexity of texts used for core and supplemental instruction	6/2/2017 daily
G2.B1.S1.A1 A304551	Professional development facilitated by administrators, academic coaches, and teacher leaders to...	Daniels, Evan	8/15/2016	PLC agenda and minutes, teacher tasks in transfer, on-going PLC analysis of student work with protocol, teacher lesson plans	6/2/2017 weekly
G3.B1.S1.MA1 M310205	Leadership team will share the results of all content area PLCs by reviewing the minutes forms and...	Daniels, Evan	8/15/2016	classroom walkthroughs	6/2/2017 daily
G3.B1.S1.MA1 M310206	Leadership team will attend PLCs routinely and review minutes forms for effective PD	Daniels, Evan	8/15/2016	PLC minutes forms and agendas	6/2/2017 weekly
G3.B1.S1.A1 A304553	Professional development facilitated to assist teachers in effectively implementing the required...	Daniels, Evan	8/15/2016	PLC agendas and minutes, Instructional Framework Materials embedded in teacher lesson plans	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. If teachers are provided with active engagement strategies, then there will be an increase in student engagement during instructional delivery.

G1.B1 Teachers' developing knowledge of "active engagement" and the strategies for implementation

G1.B1.S1 Professional development facilitated by administrators, academic coaches, and teacher leaders who have effectively employed active engagement strategies for the benefit of student achievement and reduction of off-task behavior

PD Opportunity 1

Professional development facilitated with a focus on active engagement strategies through PLCs

Facilitator

Academic coaches and AP PLC leaders

Participants

all content area teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G2. If teachers implement the use of school-wide critical reading, writing and thinking strategies with fidelity, then students' comprehension of rigorous texts will increase.

G2.B1 Teachers' developing understanding of qualitative and quantitative measures affecting complex texts

G2.B1.S1 Professional development facilitated by administrators, academic coaches, and teacher leaders who have effectively utilized models for the analysis of text complexity and ongoing use of complex texts in instruction.

PD Opportunity 1

Professional development facilitated by administrators, academic coaches, and teacher leaders to model the process for analyzing text complexity as well as to offer its rationale for use. The goal is for the teachers to understand that continued exposure to rigorous texts will allow students to struggle through challenges that provide parallel experiences to state assessments.

Facilitator

Academic Coaches, Administrators, Teacher Leaders

Participants

All content area teachers and elective teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3. If teachers consistently use the strategic Instructional Framework while emphasizing the Gradual Release of Responsibility Model, then student ownership of learning will occur.

G3.B1 Teacher misconceptions and buy-in related to instructional delivery and best practices

G3.B1.S1 Continuous PD with research-based rationales for the required Instructional Frameworks and GRRM model

PD Opportunity 1

Professional development facilitated to assist teachers in effectively implementing the required Instructional Frameworks with a focus on the GRRM model.

Facilitator

Academic Coaches, APs

Participants

all content areas teachers through PLCs

Schedule

On 6/2/2017

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	Professional development facilitated with a focus on active engagement strategies through PLCs	$0.00
2	G2.B1.S1.A1	Professional development facilitated by administrators, academic coaches, and teacher leaders to model the process for analyzing text complexity as well as to offer its rationale for use. The goal is for the teachers to understand that continued exposure to rigorous texts will allow students to struggle through challenges that provide parallel experiences to state assessments.	$0.00
3	G3.B1.S1.A1	Professional development facilitated to assist teachers in effectively implementing the required Instructional Frameworks with a focus on the GRRM model.	$0.00
		Total:	$0.00