

Duval County Public Schools

Edward H. White High School



2016-17 Schoolwide Improvement Plan

Edward H. White High School

1700 OLD MIDDLEBURG RD N, Jacksonville, FL 32210

<http://www.duvalschools.org/edwhite>

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 10/12/2016.

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 Edward H. White 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 provide an environment that promotes academic excellence, inspires leadership, and strengthens physical, mental, social and emotional well-being.

b. Provide the school's vision statement.

Our vision is for Edward H. White Military Academy of Leadership cadets to be prepared for success as a well-rounded leader through rigorous instruction, enrichment activities, respectful interaction, effective discipline and community service.

2. School Environment

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

Edward H. White Military Academy of Leadership's history and relationship with the community helps to maintain a great deal of pride that is shared by both cadets and faculty members. Cadets are provided opportunities to become active within the school and community through social events, academics, athletics, and a variety of other extracurricular activities. Through these programs and activities, teachers and other faculty members are afforded the opportunity to connect with cadets outside of the day-to-day classroom activities. Classroom lessons are student centered and focused on student engagement.

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

Through our Positive Behavior Interventions and Support (PBIS) system, cadets are recognized by teachers, staff and administration for exemplifying the traits of the Cadet Creed. Cadets can receive "HERO Points" from staff members and exchange them for one of the different incentives as mandated by the committee as a way to reinforce and reward positive behavior and the Top 3 Track Codes. Teachers, administrators and security staff are available and visible before school, during class change and after school as a way to ensure that any cadet issues or disruptions to the school day are minimized and handled quickly. Administrators, teachers and security personnel are strategically positioned before school, during class, at class change and after school to maximize the ability to supervise and respond to any situation that may arise.

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 will implement the CHAMPs classroom management system; however, there are school wide protocols and lesson plans for common areas and dealing with disruptions in the classroom. In each classroom there is a yellow vest that serves as a bathroom hall pass that all cadets use when going to the restroom. The lettering on the vest coordinates with the bathroom that the cadets should use while in that classroom. Each class also has an orange vest in which the cadets use when going to one of the offices on campus. In event that the cadets do not have their pass, they must be escorted by security if they need to leave the classroom. There are also clear behavioral expectations

based on our PBIS system. Teachers have four universal categories to deal with disruptive cadets that result in assistance needed. They are: Cadet Escort (no pass and needs to leave classroom), Teacher Assist (cadet refusal to give inappropriate item such as hat, cell phone, etc. to teacher); Cadet Removal (for disruptive cadets who will not comply with classroom rules after repeated attempts) and Immediate Response (for safety concerns such as fighting or severely disruptive cadets).

In addition, all teachers were provided professional development in the use of CHAMPs strategies during pre-planning to increase cadet engagement and to help maintain effective classroom management.

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.

EWMAL employs a full guidance staff that support the educational and emotional support of our cadets. In addition, we partner with Communities In Schools, who works with students to help them overcome difficulties and experience success in school. Community Schools which is partnered with Children's Home Society that integrates mental health services _____. City Year's AmeriCorps members are another partner who assists with 9th grade cadets who are below proficiency in reading and math. AmeriCorps members communicate directly with cadets and parents in an effort to help improve cadets' attendance, academic performance and provide direct support in classrooms to monitor and track data for their target cadets. AWARE works to integrate and enhance school culture and climate through meeting the needs of children/youth through PBIS. AWARE also enhance educators understanding of childhood development and behavioral/mental health needs, and mentoring opportunities to help youth develop a healthy framework for the future. Our school guidance department also connects the students with available resources through both school based and non-school based programs.

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.

- Weekly attendance reports are run and reviewed each week by the admin/leadership to identify cadets in need of support.
- Weekly discipline reports are run by the Dean of Discipline and reviewed in admin/leadership to identify cadets in need of support.
- Bi-quarterly progress reports are run for each cadet for teachers to identify cadets in need of support.
- Every teacher is provided with reading and math scores for incoming cadets to identify those in need of support.

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	91	81	65	40	277
One or more suspensions	0	0	0	0	0	0	0	0	0	73	61	26	17	177
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	145	90	90	40	365

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	85	68	64	25	242

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

EWMAL's early warning system will be monitored by school counselors and/or school administration on a monthly basis. The indicators that are being monitored are:

- *All absences for cadets with attendance below 90 percent are reviewed weekly by the leadership team and addressed in AIT meetings.
- *Two or more disciplinary issues, whether in school or out of school are reviewed weekly by our PBIS and leadership teams to identify patterns and develop strategies to address concerns.
- *Progress reports are given to cadets every 4.5 weeks to help monitor their progress and to help assist with implementing individualized safety nets for cadets in need of improvement.

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 available at the school site.

2. Description

Our goal is to develop programs that allows parents to have an active role in their child's education and learning environment, in the school and at home. We will target parental involvement by coordinating and integrating programs that align parent's knowledge with student development as it relates to the FCAT, literacy, college and career readiness, as well as connecting them to the community-at-large.

Specific family involvement activities include: PTA meetings, SAC meetings, Assessment presentations, "call-outs" to provide parents with information on upcoming activities, mailings or student-carried information regarding our school and its offerings, and Career Academy Fair to highlight and provide information on EWHs academies.

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.

In order to prepare our cadets for college, career and life, partnerships between schools and communities

have been formed. EWMAL was awarded a grant through Children's Home Society (CHS) to become a community school, which is modeled after the Evans School in Orlando, Florida. EWMAL received a full-time position whose sole responsibility is to find faith-based and business partners for the school. This

agency makes services accessible to youth and families through EWMAL's community partnership.

EWMAL provides sufficient support for cadets, families and staff as they are an integral part of the school community and culture. Appropriate and effective collaboration are seen as key factors to community development, learning and family self-sufficiency. The partnership involves use of school or neighborhood facilities and equipment. CHS coordinates collaborative fund raising and grant applications; volunteer assistance; mentoring and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; shared responsibility for planning and building a sense of community.

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
Bloom, Saul	Principal
Sales, Jessica	Assistant Principal
Battest, Traci	Assistant Principal
Wright, Dishon	Assistant Principal
Dean, Sara	Instructional Technology
Geoghagan, Melissa	Instructional Coach
Copeland, Daniel	Dean
Corbit, Euconfra	Instructional Coach
Carollo , Tracie	Instructional Coach

b. Duties

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

- Jason Bloom: one on one conferencing, classroom observer, responsible for managing and coordinating collaboration with ELA and Reading
- Jessica Guthrie: one on one conferencing, classroom observer, responsible for managing and coordinating collaboration with curriculum, ESE and Fine Arts.
- Traci Battest: one on one conferencing, classroom observer, school improvement plan administrator, responsible for managing and coordinating collaboration with Math, SLA, and ROTC
- Leon Mungin: one on one conferencing, classroom observer, Instructional Material manager, responsible for managing and coordinating collaboration with Science and Social Studies
- Tracie Carollo: training teachers how to analyze and use data from Achieve 3000, TCA, iLit, Performance Matters and daily instruction; supporting teachers to create differentiated instruction based on student data; facilitate common planning to improve student achievement; engage in the coaching cycle to ensure that proper Tier II and Tier III is provided.
- Euconfra Corbit: training teachers how to analyze and use data from iReady, Math XL, TCA, Performance Matters, UNIFY and daily instruction; supporting teachers to create differentiated instruction based on student data; facilitate common planning to improve student achievement; engage in the coaching cycle to ensure that proper Tier II and Tier III is provided.
- Melissa Geoghagan: uses data from Achieve 3000 and FSA scores to provide intervention for

students not demonstrating proficiency in reading.

Tricie Robinson: visits classes where the most frequent misbehavior's occurs.

Michael Mainor: visits classes where the most frequent misbehavior's occurs.

Sara Dean: test coordinator, School Technology Coordinator

Daniel Copeland: International Baccalaureate administrator

Briget McGee: fully released SLA lead teacher.

Rosalind Hoffman: fully released ESE lead teacher.

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.

The Tier I instruction relies on research-based instructional methods and practices. The Tier I model is designed for every student in the general curriculum. The increased core practices are aligned with coordinated data-based observations that drive differentiated professional development. This specific professional development augments the instructor's use of questioning, checks for understanding, engagement, and gradual release. The differentiated professional development is implemented during early release Wednesdays, and then monitored to ensure that the specific outcomes are being implemented in the classroom with the students. The professional development is created and carried out by teacher-leaders and the school-based leadership team in order to build capacity within the school and rely less on outside professional development sources.

The Tier II supports include teacher-created differentiated instruction based on data collected through teacher-created assessments, exit slips, benchmark-specific checks for understanding, and district level assessments. The data is organized by teacher, differentiated instructional strategies are created during common planning, and small group differentiation is facilitated by the instructor. Data is then re-examined during the next common planning to determine if intervention was effective in which next steps are developed.

The Tier III supports are individualized and occur throughout the year. Tier III individual education is data based on reading FSA results, math FSA results, district assessment results, FCIM mini-lesson results, GPA, suspensions, attendance and tardies as the primary data sets that were pulled in support of the decisions related to the goals set out in the SIP.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jason Bloom	Principal
Traci Battest	Education Support Employee
John Everett	Education Support Employee
Harvey Kelly	Education Support Employee
Aaron Muz	Education Support Employee
Mary Moses	Parent
Donna Torrence-Bryant	Teacher
Dillion Phillips	Student
Lisa Green-Dewberry	Parent
Karen Dallas	Parent
Christina Vangaasbeek	Education Support Employee
Gwendolyn Oyewole	Parent
Danielle Harrell	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

Prior to completing the School Improvement Plan for 2016-2017, the School Advisory Council will review the SIP for 2015-16 school year with the purpose of identifying effective strategies to continue and ineffective strategies to re-evaluate/update.

b. Development of this school improvement plan

SAC will be involved in the development of the school improvement plan during the October meeting. Members of SAC will be given the opportunity to assist in the preparation and evaluation of the 2015-2016 SIP. This will allow them to understand the focus areas for the plan. SAC members will have the opportunity to provide input into the plan and offer any suggestions for the plan. SAC was given the opportunity to review and approve the previously proposed budget for the 2015-16 school year.

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

SAC was involved with the approval of SIP funds to purchase student agendas for SY16. Subsequent SAC input and approval will be sought for SY16 SIP funds.

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

SAC members will work on brainstorming and developing projects and activities for this current school year based on the identified needs of the students and school community. This will be an ongoing discussion during the school year. Once initial ideas are determined, this section will be updated to reflect those projects and the funds determined to be allocated to them.

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.*

At our October 21 SAC meeting, officers and SAC members will be elected in compliance with the Florida Statute.

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
Bloom, Saul	Principal
Carollo , Tracie	Instructional Coach
Wells-Young, Tiara	Other
Corbit, Euconfra	Instructional Coach
Ball, Sierra	Teacher, K-12
Lett, Evelyn	Teacher, K-12
Rees, Aisha	Teacher, K-12
Geoghagan, Melissa	Instructional Coach

b. Duties

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

This year our major initiative is to connect reading and writing in all content and elective courses. Therefore, there is a school-wide expectation for all teachers to use the 4-column method and promote cadet incentives for independent reading. AmeriCorps assists by facilitating a school-based book club using the literature circle model.

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.

Teachers have content focused collaborative planning weekly, which is led by either an academic coach or a school administrator. In these sessions, teachers evaluate student work to ensure alignment with the state standards, they share effective teaching strategies, build common lesson plans and review data. We also have identified teachers with documented teaching strengths that can be utilized as a resource by teachers and administrators to support teachers who are struggling in one or more areas of instruction. The identified teachers have been through Coaching Cycles to ensure their classrooms can serve as models for their peers.

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

To recruit highly effective new teachers, EWMAL hosts student interns from FSCJ and UNF to prepare and develop potential teaching candidates for the following school years. Once teachers are hired, they are placed in the Teacher Development and Support program where they collaborate with highly qualified, experienced teachers. This is conducted to increase the teacher effectiveness at the school, teachers meet weekly in Professional Learning Communities to promote continuous professional growth.

In addition, through establishing a positive work environment for all teachers and staff, EWMAL intends to recruit additional teachers through referrals from our existing teaching staff. To retain effective teachers, the coaches, administrators and Professional Development Facilitator (PDF) all take an active roll in nurturing all new teachers and providing support to veteran teachers. Professional growth activities include the following:

- Weekly common planning meetings by subject area
- Monthly teacher meetings designed to support and keep teachers new to EWMAL informed and connected to the school.
- Professional Development Workshops

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

Our school follows the district's Teacher Development and Support Program. The purpose of the DCPS Teacher Development and Support program is to increase student learning by providing supervised support for teachers during their first years in education, to assist in the continuance of their professional development, and to meet the certification requirements of the state of Florida. The Teacher Development and Support program is aligned with the Florida Educator Accomplished Practices and the Florida Educator's Code of Ethics. Each of our teachers have been paired with teachers certified in Clinical Educator Training (CET), and have a record of improving student achievement. CET certified teachers serve as a positive influence and mentor for new teachers. Mentor teachers and administrators will follow the progression of the Teacher Development and Support program and the Collaborative Assessment System for Teachers (CAST).

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.

For the 2016-17 school year, district created reading and math curriculum guides and materials have been implemented to align to the new Florida Standards. Our goal is for cadets to be engaged in rigorous curriculum aligned to the standards, to take ownership of their learning, to demonstrate progress toward mastery of the standard item specifications.

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.

Data is analyzed during common planning in each content area. Flexible grouping is established to support cadet learning and remediation to meet specific needs. The appearance of instructional modifications varies based on content area. Data is utilized for:

- * small group instruction
- * blended learning
- * collaborative groupings
- * flexible groupings
- * pull-out/push-in support groups

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: 12,960

Enrichment activities include mentor programs where students are paired with an AmeriCorps City Year member, who monitors attendance, behavior, grades and refers cadets to other community partners with personal or health related issues. EWMAL academic clubs are designed to build skills, such as leadership and business development, to prepare cadets to be college and career ready. Content area teachers provide tutoring to remediate skills previously taught in content area classes and provide students with additional practice using grade level resources.

Strategy Rationale

History has shown that weekend remediation efforts are ineffective. Having multiple after school remediation opportunities allows the cadets to remain on campus with transportation provided by the district.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Battest, Traci, rogerst3@duvalschools.org

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

AmeriCorps members will utilize data-tracking forms to monitor both academic and behavioral progress of all targeted 9th grade cadets. Progress monitoring for cadets in grades 10-12 will be overseen by their instructors and school counselors. The graduation coach will also track progress for cadets in the current graduating cohort.

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.

Incoming freshmen are supported through the integration of AmeriCorps City Year who provide attendance, academic and behavioral support for targeted cadets who have shown difficulty in these areas during their middle school years. In addition, EWMAL has created a "freshman center" by clustering all 9th grade core classes in one stand alone building. This allows for more monitoring and support of incoming freshman, complete with a dedicated dean of students and student services office.

Graduating cadets are supported by the Graduation Coach and school counselors who track student progress towards graduation requirements, communicate with and coordinate college visits and information, and provide cadets and parents with resources to assist with the transition to post-secondary education, the military and/or the workforce.

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.

Cadets are provided with the opportunity to elect course progressions and programs that include EWMAL, IB, AP, CTE – Business Academy, NJROTC, and Dual Enrollment courses. All graduating Seniors are provided opportunities and support via Senior Parent Night, College & Career Night, and daily support from the school's graduation coach with signing up for ACT & SAT and applying for colleges.

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

Business Academy offers industry certification in Adobe, Photoshop, Dreamweaver, MOS, and CIW.

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

Business Academy works with other disciplines to incorporate a variety of standards tying practical application through class projects and industry-based reading and writing assignments.

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.

Increase in-school and after-school preparation for ACT/SAT with increased advertisement and incentives.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By creating systems that promote a positive-based, collaborative climate and culture we will see a decline in disciplinary actions, and an increase in teacher motivation and morale.

- G2.** If EWMAL functions as an organizational learning institution by creating supportive learning environments, then student achievement will improve in all content areas.

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. By creating systems that promote a positive-based, collaborative climate and culture we will see a decline in disciplinary actions, and an increase in teacher motivation and morale. 1a

G084245

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	500.0
School Climate Survey - Staff	100.0
School Climate Survey - Student	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers require additional support and professional development in positive behavior strategies and building relationships with cadets.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Safety and Civility Leadership Team, School Climate and Culture Leadership Team, Deans and School-Based Coaches.
- Professional development on positive behavior management strategies, implementation of HERO behavior management software, and data collected from staff and cadet climate survey.

Plan to Monitor Progress Toward G1. 8

HERO points will be collected weekly and downloaded to an Excel Spreadsheet for review.

Person Responsible

Daniel Copeland

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

HERO points will be collected by teacher and class period to determine if teachers are using the system with fidelity. Students will receive rewards on a consistent basis for earning HERO points to encourage all cadets to display exemplary behavior and follow procedures and protocols that are in place.

Plan to Monitor Progress Toward G1. 8

Cadet discipline data will be collected and reviewed biweekly to determine if school-wide behavioral interventions are having a positive effect by reducing disciplinary incidents in and out of the classroom.

Person Responsible

Dishon Wright

Schedule

Biweekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Data collected regarding cadet disciplinary incidents will show a decrease in student referrals/ disciplinary actions due to the implementation and adherence to school-wide rules and procedures by students, faculty and staff.

G2. If EWMAL functions as an organizational learning institution by creating supportive learning environments, then student achievement will improve in all content areas. 1a

G084246

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	40.0
Bio I EOC Pass	60.0
U.S. History EOC Pass	50.0
4-Year Grad Rate (Standard Diploma)	76.0

Targeted Barriers to Achieving the Goal 3

- Teachers require further professional development in data collection to drive and effectively implement differentiated instructional practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Facilitator
- District Specialists
- School-based coaches
- Administration

Plan to Monitor Progress Toward G2. 8

Administration will review teacher lesson plans, conduct classroom observations and review student data to monitor progress toward mastery of the standards.

Person Responsible

Saul Bloom

Schedule

Weekly, from 10/3/2016 to 10/3/2016

Evidence of Completion

Teachers will analyze and present classroom data during teacher-administration data chats to determine student progress toward mastery of the standards. Teachers will be able to articulate how they are using student data to drive planning and instruction in order to increase academic achievement.

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. By creating systems that promote a positive-based, collaborative climate and culture we will see a decline in disciplinary actions, and an increase in teacher motivation and morale. **1**

 G084245

G1.B1 Teachers require additional support and professional development in positive behavior strategies and building relationships with cadets. **2**

 B223853

G1.B1.S1 The learning environment and teaching strategies used reflect the diversity of all learners. Every student is inspired and given support to succeed in an environment of high expectations which builds culturally responsive classrooms and relationships with cadets. **4**

 S236205

Strategy Rationale

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behavior.

Action Step 1 **5**

School-wide systems have been created to promote a shared vision, positive climate and culture for both cadets and faculty. EWMAL has created collaborative teams with an identified scope and purpose, which builds capacity and increases teacher motivation and morale.

Person Responsible

Saul Bloom

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Representatives from each department are responsible for taking information back to their respective teams, discussing and creating ideas for next steps and agendas are created in advance with items to be addressed along with required follow-up and deadlines.

Action Step 2 5

All teachers will participate in professional development to effectively manage classroom behavior using the HERO behavior management system.

Person Responsible

Daniel Copeland

Schedule

Monthly, from 9/6/2016 to 11/18/2016

Evidence of Completion

HERO points will be monitored through data collection to provide positive reinforcement to students following school-wide and classroom expectations and procedures as outlined by the Cadet Creed. Teachers will be provided with ongoing support in the use of the HERO behavior management system to ensure it is implemented school-wide.

Action Step 3 5

All teachers will be provided with ongoing support in positive behavior management and building relationships with cadets.

Person Responsible

Saul Bloom

Schedule

Biweekly, from 8/15/2016 to 12/15/2016

Evidence of Completion

Both school and classroom observations will be conducted to ensure positive behavior strategies are being used consistently, and student disciplinary data will be collected to monitor progress toward the goal. Teacher motivation and morale will improve due to the decrease in student disciplinary actions and increase in positive interactions.

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

Administrative Team will monitor the implementation of CHAMPs, PBIS strategies, and use of the HERO behavior management system. School-wide systems, collaborative teams and adherence to the Cadet Creed and Code of Honor will also be monitored.

Person Responsible

Saul Bloom

Schedule

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

Evidence of Completion

Reduction in student disciplinary incidents, data collected during classroom walkthroughs and observations, feedback forms provided to teachers to highlight strengths and provide areas in need of improvement, and follow-up conference with teachers and follow-up support will be provided as needed.

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

The HERO Behavior Management System will be monitored to ensure it is used with fidelity by all faculty and staff members and students are receiving the designated rewards.

Person Responsible

Daniel Copeland

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Hero points will be scanned and entered into the system. Data spreadsheets will be printed and reviewed on a weekly basis.

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

Classroom observation data will show the use of diverse teaching strategies, the learning environment is structured through the use of positive behavior strategies. Teachers and cadets demonstrate mutual respect for one another in all school settings.

Person Responsible

Saul Bloom

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Artifacts are evident in the classrooms to show that the learning environment reflects the diversity of all learners. Cadets fully understand expectations for behavior and academics, and adhere to the Cadet Creed. HERO points are used consistently to reward positive behavior, and student disciplinary actions will decrease. The TNTP Teacher Climate Survey will show an increase in teacher morale and motivation.

G2. If EWMAL functions as an organizational learning institution by creating supportive learning environments, then student achievement will improve in all content areas. 1

G084246

G2.B3 Teachers require further professional development in data collection to drive and effectively implement differentiated instructional practices. 2

B223857

G2.B3.S1 Teachers will participate in professional development covering the Florida Standards, unpacking the standards, and understanding how to effectively plan lessons aligned to the rigor and content of the standards. 4

S236207

Strategy Rationale

Teachers will gain an understanding of the expectations of the Florida Standards to deliver rigorous instruction that will engage students and improve achievement.

Action Step 1 5

Teachers will participate in professional development covering unpacking the Florida Standards.

Person Responsible

Saul Bloom

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Facilitators will collect teacher sign-in sheets and an exit slip completed by the teacher in unpacking a standard to identify the assessment limits, cognitive complexity, prerequisite skills required for mastery and acceptable response mechanisms for their core content area.

Action Step 2 5

Teachers will participate in common planning to better understand the depth and rigor of the Florida Standards to plan aligned.

Person Responsible

Saul Bloom

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teachers will be supported in developing lesson plans, common assessments and exit slips aligned to the content limits, acceptable response mechanisms and rigor of the Florida Standards for their core content area.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The Administrative Team will conduct lesson observations and provide consistent feedback to teachers on the level of rigor and alignment to the standards during instructional delivery.

Person Responsible

Saul Bloom

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Immediate feedback is provided to teachers to identify areas of strength and areas in need of improvement. School-based coaches, Administrators and District Specialists will provide follow-up support where needed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

School based coaches and will keep logs of teacher support, evidence of Coaching Cycles completed with teachers, and provide follow-up monitoring and support.

Person Responsible

Saul Bloom

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Classroom observation feedback forms, coaching logs and classroom walkthroughs conducted by administration.

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					
G2.MA1  M310441	Administration will review teacher lesson plans, conduct classroom observations and review student...	Bloom, Saul	10/3/2016	Teachers will analyze and present classroom data during teacher-administration data chats to determine student progress toward mastery of the standards. Teachers will be able to articulate how they are using student data to drive planning and instruction in order to increase academic achievement.	10/3/2016 weekly
G1.B1.S1.A2  A304694	All teachers will participate in professional development to effectively manage classroom behavior...	Copeland, Daniel	9/6/2016	HERO points will be monitored through data collection to provide positive reinforcement to students following school-wide and classroom expectations and procedures as outlined by the Cadet Creed. Teachers will be provided with ongoing support in the use of the HERO behavior management system to ensure it is implemented school-wide.	11/18/2016 monthly
G1.B1.S1.A3  A304695	All teachers will be provided with ongoing support in positive behavior management and building...	Bloom, Saul	8/15/2016	Both school and classroom observations will be conducted to ensure positive behavior strategies are being used consistently, and student disciplinary data will be collected to monitor progress toward the goal. Teacher motivation and morale will improve due to the decrease in student disciplinary actions and increase in positive interactions.	12/15/2016 biweekly
G1.MA1  M310430	HERO points will be collected weekly and downloaded to an Excel Spreadsheet for review.	Copeland, Daniel	8/15/2016	HERO points will be collected by teacher and class period to determine if teachers are using the system with fidelity. Students will receive rewards on a consistent basis for earning HERO points to encourage all cadets to display exemplary behavior and follow procedures and protocols that are in place.	5/31/2017 weekly
G1.MA2  M310431	Cadet discipline data will be collected and reviewed biweekly to determine if school-wide...	Wright, Dishon	9/12/2016	Data collected regarding cadet disciplinary incidents will show a decrease in student referrals/ disciplinary actions due to the implementation and adherence to school-wide rules and procedures by students, faculty and staff.	5/31/2017 biweekly
G1.B1.S1.A1  A304693	School-wide systems have been created to promote a shared vision, positive climate and culture for...	Bloom, Saul	8/15/2016	Representatives from each department are responsible for taking information back to their respective teams, discussing and creating ideas for next steps and agendas are created in advance with items to be addressed along with required follow-up and deadlines.	5/31/2017 monthly
G2.B3.S1.MA1  M310437	School based coaches and will keep logs of teacher support, evidence of Coaching Cycles completed...	Bloom, Saul	8/22/2016	Classroom observation feedback forms, coaching logs and classroom walkthroughs conducted by administration.	5/31/2017 weekly
G2.B3.S1.MA1  M310438	The Administrative Team will conduct lesson observations and provide consistent feedback to...	Bloom, Saul	8/22/2016	Immediate feedback is provided to teachers to identify areas of strength and areas in need of improvement.	5/31/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				School-based coaches, Administrators and District Specialists will provide follow-up support where needed.	
G2.B3.S1.A1 A304698	Teachers will participate in professional development covering unpacking the Florida Standards.	Bloom, Saul	8/15/2016	Facilitators will collect teacher sign-in sheets and an exit slip completed by the teacher in unpacking a standard to identify the assessment limits, cognitive complexity, prerequisite skills required for mastery and acceptable response mechanisms for their core content area.	5/31/2017 weekly
G2.B3.S1.A2 A304699	Teachers will participate in common planning to better understand the depth and rigor of the...	Bloom, Saul	8/22/2016	Teachers will be supported in developing lesson plans, common assessments and exit slips aligned to the content limits, acceptable response mechanisms and rigor of the Florida Standards for their core content area.	5/31/2017 weekly
G1.B1.S1.MA1 M310427	Classroom observation data will show the use of diverse teaching strategies, the learning...	Bloom, Saul	8/22/2016	Artifacts are evident in the classrooms to show that the learning environment reflects the diversity of all learners. Cadets fully understand expectations for behavior and academics, and adhere to the Cadet Creed. HERO points are used consistently to reward positive behavior, and student disciplinary actions will decrease. The TNTP Teacher Climate Survey will show an increase in teacher morale and motivation.	6/2/2017 weekly
G1.B1.S1.MA1 M310428	Administrative Team will monitor the implementation of CHAMPs, PBIS strategies, and use of the HERO...	Bloom, Saul	8/15/2016	Reduction in student disciplinary incidents, data collected during classroom walkthroughs and observations, feedback forms provided to teachers to highlight strengths and provide areas in need of improvement, and follow-up conference with teachers and follow-up support will be provided as needed.	6/2/2017 weekly
G1.B1.S1.MA2 M310429	The HERO Behavior Management System will be monitored to ensure it is used with fidelity by all...	Copeland, Daniel	8/22/2016	Hero points will be scanned and entered into the system. Data spreadsheets will be printed and reviewed on a weekly basis.	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. By creating systems that promote a positive-based, collaborative climate and culture we will see a decline in disciplinary actions, and an increase in teacher motivation and morale.

G1.B1 Teachers require additional support and professional development in positive behavior strategies and building relationships with cadets.

G1.B1.S1 The learning environment and teaching strategies used reflect the diversity of all learners. Every student is inspired and given support to succeed in an environment of high expectations which builds culturally responsive classrooms and relationships with cadets.

PD Opportunity 1

All teachers will participate in professional development to effectively manage classroom behavior using the HERO behavior management system.

Facilitator

Daniel Copeland

Participants

All faculty and staff

Schedule

Monthly, from 9/6/2016 to 11/18/2016

G2. If EWMAL functions as an organizational learning institution by creating supportive learning environments, then student achievement will improve in all content areas.

G2.B3 Teachers require further professional development in data collection to drive and effectively implement differentiated instructional practices.

G2.B3.S1 Teachers will participate in professional development covering the Florida Standards, unpacking the standards, and understanding how to effectively plan lessons aligned to the rigor and content of the standards.

PD Opportunity 1

Teachers will participate in professional development covering unpacking the Florida Standards.

Facilitator

Tracie Carollo; Euconfra Corbit; Melissa Geoghagan; Traci Battest; District Specialists

Participants

All Core Content Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

Teachers will participate in common planning to better understand the depth and rigor of the Florida Standards to plan aligned.

Facilitator

Tracie Carollo; Euconfra Corbit; Melissa Geoghagan; Traci Battest; District Specialists

Participants

All Core Content Teachers

Schedule

Weekly, from 8/22/2016 to 5/31/2017

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	School-wide systems have been created to promote a shared vision, positive climate and culture for both cadets and faculty. EWMAL has created collaborative teams with an identified scope and purpose, which builds capacity and increases teacher motivation and morale.	\$0.00
2	G1.B1.S1.A2	All teachers will participate in professional development to effectively manage classroom behavior using the HERO behavior management system.	\$0.00
3	G1.B1.S1.A3	All teachers will be provided with ongoing support in positive behavior management and building relationships with cadets.	\$0.00
4	G2.B3.S1.A1	Teachers will participate in professional development covering unpacking the Florida Standards.	\$0.00
5	G2.B3.S1.A2	Teachers will participate in common planning to better understand the depth and rigor of the Florida Standards to plan aligned.	\$0.00
Total:			\$0.00