

Duval County Public Schools

Lavilla School Of The Arts



2016-17 Schoolwide Improvement Plan

Lavilla School Of The Arts

501 N DAVIS ST, Jacksonville, FL 32202

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

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)
Middle School 6-8	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

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

**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 11/1/2016.

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 Lavilla School Of The Arts

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.

The mission of LaVilla School of the Arts is to prepare our students to meet the high quality academic and pre-professional arts curricula at the high school level; to nurture knowledgeable life-long supporters of the arts; and to provide in-school and out-of-school opportunities that enhance creativity, aesthetic and critical thinking skills, self-discipline, leadership, teamwork, and an appreciation for cultural diversity

b. Provide the school's vision statement.

LaVilla School of the Arts will prepare all students to achieve success in the arts and academics.

2. School Environment

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

Learning about students' cultural backgrounds is an ongoing process at LaVilla School of the Arts. In order to build positive relationships, teachers are encouraged to create a link between home and school. This connection enriches academic and art lessons and provides a better understanding between the teacher and the student.

Students are exposed to a variety of cultures through the exploration of articles, texts, and events.

The Social Sciences department ensures diverse groups are recognized and diversity awareness is constant throughout the school year. There will be displays and lessons to support Hispanic Heritage Month, American Indian Heritage Month, Black History Month, Women's History Month, Asian-Pacific Heritage Month and Veteran's Day.

The School Counselors assist our faculty with creating and maintaining relationships between the teachers and our diverse student population.

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

School rituals and routines create an atmosphere that is safe, fair and respectful of students. Adult presence is evident upon student arrival, during class transitions and dismissal. LaVilla School of the Arts upholds the District's Student Code of Conduct. Positive teacher student relationships and clear and consistent behavior expectations create a nurturing atmosphere within the classrooms. In addition to the guidelines within the Code of Conduct we have implemented: Separate grade level holding areas monitored by Assistant Principals and Teachers, Exterior gates are locked during school day, supervision in bus loading zones during morning arrival and after school, staggered dismissal and all classroom doors are closed and locked throughout the school 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.

LaVilla is committed to maintaining a safe, secure, and respectful school environment that reflects the highest standards of excellence to promote student engagement and maximize student learning. We educate our students about the Student Code of Conduct through grade level assemblies held the first week of school. Classroom teachers are responsible for correcting general classroom disruptions by implementing in- class interventions (with documentation). These include, but are not limited to, personal calls to parents/guardians, parent/teacher conferences and guidance interventions. We have a variety of strategies that we utilize before writing disciplinary referrals. Some of the strategies are: in-class interventions, school counseling through our Guidance Office, and the use of our Restorative Justice Program.

The administrative staff (Principal and Assistant Principals) have attended Code of Conduct training to ensure consistency with administering discipline for violations of the Code of Student Conduct. Parent/Guardian contact, is made each time a student is disciplined by an administrator. When appropriate In School Suspension is used to minimize Out-of School Suspensions.

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.

All students have access to a school counselor. Our school counselors have unlimited access to district and state programs that can provide student and parent assistance. In addition to school counselor access, students that have been identified as high risk are assigned a mentor to provide academic and behavior interventions. At-risk students have both an art mentor, academic mentor, as well as an administrative mentor. Guidance initiated support groups also provide a safe haven for students that have difficulty transitioning to LaVilla School of the Arts.

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 intent of the school's early warning system is to identify students at risk (i.e. attendance below 90%, academic deficiency in Language Arts and/or Math, and students scoring Level 1 & 2 on state assessments) and provide them with support so that they can get back on track for promotion to the next grade level and eventually graduate from high school.

The school has established a high functioning Academic Review Committee that meets twice a quarter to analyze student data. The administration along with school counselors and support facilitators used recent assessment data to identify students considered at risk based on district risk indicators. Interventions were identified based on identified needs. On-site mentors were also assigned to monitor student progress and assist with grade level/school transition issues. During the school year, student data will be reviewed and interpreted to measure the effectiveness of the applied interventions. At the end of the school year, the administration will meet to discuss ways to improve support for at-risk students.

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	1	0	0	0	0	0	0	1	
One or more suspensions	0	0	0	0	0	0	48	14	21	0	0	0	0	83	
Course failure in ELA or Math	0	0	0	0	0	0	27	23	5	0	0	0	0	55	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on state Reading assessment	0	0	0	0	0	0	73	58	54	0	0	0	0	185	
Level 1 on state math assessment	0	0	0	0	0	0	44	36	28	0	0	0	0	108	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	24	25	0	0	0	0	0	49	

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

LaVilla has implemented several intervention strategies to support student identified by the early warning system.

1. Quarterly parent conferences to be conducted by an administrator and school guidance counselor.
2. Each student in our targeted population is assigned three mentors (academic, art and administrator) to monitor student success and assist with any issues/ distractions that would prevent success.
3. An Academic Review Committee that reviews and analyzes student data to ensure academic success.
4. Parent Academy - This course helps parents and caregivers understand the audition process for feeder-school entry and open auditions into LaVilla School of the Arts. Parents will hear common misconceptions of the application process, and gain tools and strategies for student successful entry.
5. Part-time tutor will assist Reading and Math teachers remediate students identified as being in the lowest quartile.
6. Teachers will provide before/after school tutoring on specified days.
7. Enrichment classes are limited to 22 students or less.

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

It is our goal at LaVilla School of the Arts to ensure that 100% of our parent information is accurate in our district-wide computer program. We will strive to obtain Student Emergency Information from every parent and update our district wide program with accurate information. We also wish to increase parent communication between parent and students as well as between parents and teachers. The school messenger is used regularly to inform parents of upcoming school activities, district test dates and as a reminder of upcoming dates for progress reports and report cards.

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.

LaVilla has developed a faith-based partnership with First Baptist Church of Jacksonville. We continue to reach out to surrounding businesses to increase the school's business and faith-based partnerships. LaVilla School of the Arts Community Garden continues to teach students the importance of agriculture, culture and the importance of community service by donating the produce/vegetables to a local shelter.

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
Knight, Lianna	Principal
Dumont, Sheryl	Assistant Principal
Gianneschi, Bradley	Teacher, ESE
Sheard, Karen	School Counselor
Bacon, Joan	Teacher, K-12
Martin, Donnie	Instructional Technology
Thurlow, Sarah	Assistant Principal
Griffin, Marshiray	School Counselor
Jackson, Morgan	Teacher, K-12

b. Duties

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

(Principal/APs) Provides a common vision for the use of data-based analysis and instruction; ensures the school-based team is implementing and monitoring MTSS; conducts assessments of MTSS skills of school staff; ensures implementation of intervention support and documentation; collaborates in the design and delivery of professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. The administration team attends the monthly Design Team meetings and meets bi-weekly to discuss assessment data

and classroom observations.

(Counselors) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; 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.

(Lead Teachers) Ensure curriculum instruction for students include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

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 School Leadership Team will meet with the School Advisory Council (SAC) to develop the SIP. The team will use the State FSA and End of Course exam data to analyze Level 1 and 2 students and reflect on the academic and social/emotional areas that needs to be addressed; developed very high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction and for the instructional process; facilitated the development of improved curriculum and teaching aligned with standards, processes, and procedures.

Supplemental Academic Instruction(SAI)

For the 2016 - 2017 school year, LaVilla has approximately 170 students that require Enrichment 1 and 2 in Reading, 100 students that require Enrichment 1 and 2 in Math and approximately 175 students enrolled in Algebra and Geometry. Instructional support will improve student performance in the academic areas. SAI funds will be used to supplement reading and math instruction to students enrolled in enrichment courses. The SAI plan and implementation will be monitored by the Assistant Principal for Student Services.

We also have a large population of students without a home set of books due to a book shortage. Although, many of the books are online, many of our students do not have access to the internet. The media center will be open before school to allow student access for those unable to complete assignments that require internet usage beyond regular school day.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kim Goff	Parent
Meloni Elkins	Parent
Anita Locke	Education Support Employee
Sharon Snow	Parent
Laura Minor	Parent
Dan Elkins	Business/Community
Llanna Knight	Principal
Telecia Allen	Parent
Sheryl Dumont	Education Support Employee
Nakajima Reiko	Parent
Charles Aybar	Business/Community
Anton Wiranta	Parent
April Wilson	Teacher

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

Last year's school improvement plan was reviewed during the first meeting with the newly elected SAC members. The goals and implemented strategies supported the outstanding assessment scores in Algebra, Science and Civics.

b. Development of this school improvement plan

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending, or continuing such school improvement plan as required by Florida Statutes.

Assist in the preparation of educational improvement proposals for implementing an educational improvement grant. Assist in the preparation of the school's annual budget. Review the budget to be sure it is aligned with the School Improvement Plan.

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

SAC members along with school administration will review the school budget projected from the spring. Based on current student population SAC members will review financial resources that can be provided to support the school improvement plan.

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

Funds were used to purchase sheet music for orchestra, books for ELA, keyboards , and ID packets.

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
Knight, Lianna	Principal
Dumont, Sheryl	Assistant Principal
Blumberg, Christianne	Teacher, K-12
Gianneschi, Bradley	Teacher, ESE
Sheard, Karen	School Counselor
Little, Linnel	Teacher, K-12
ThurLOW, Sarah	Assistant Principal
Griffin, Marshiray	School Counselor
Jackson, Morgan	Teacher, K-12

b. Duties

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

The major initiatives of the LLT this year is implementing literacy across the curriculum, vocabulary building, and reading application. The LLT will develop and provide training on the school's literacy plan that promotes student literacy development in all content area classes. The key elements of the plan include: 1). Increase reading across the curriculum. 2). Write weekly in all content area classes. 3). Use reading and writing strategies to enhance learning. 4). Interdisciplinary Research.

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.

The master schedule supports consistent department and grade level collaboration. Departments are able to plan daily during lunch as well as during early release days. PLCs common plan at a minimum of twice a week. Monthly academic and art teachers meet to discuss instructional strategies and recent assessment data.

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

Recruit new teachers through HR hiring process - Principal

Partnering new teachers with a mentor and a buddy - Professional Development Facilitator, Asst. Principal

Meet regularly with new teachers to provide information on research based instructional strategies, certification and MINT strategies - Principal, PDF, Asst. Principal

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

Mentors selection is based upon subject/grade level, years of teaching experience, leadership experience(lead teacher, prior mentor, etc.). The following teachers have been selected as mentors:

Joan Bacon, Crystal Bennett, Carol Griffin, Brian Topping, Bradley Farrell, Christopher Banks, Cheryl Lunger and Amber Amerson. Mentors will observe classroom instruction, model lesson planning and provide feedback to their perspective teacher. .

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 Administrative Team observes and monitors classrooms on a daily basis. The Team uses the Monday Morning Message as a guideline to ensure teachers are using the appropriate materials and are aligned with the pacing guide.

When creating the master schedule, the leadership team used Achieve3000 and i-Ready assessment data, End of course exam results, and FSA data to target the academic needs of the student body. Enrichment courses were added to provide strategies to assist students in deficient areas. At LaVilla School of the Arts, we make it a priority to uphold class size amendment by keeping our core academic classes below 23 and Enrichment classes below 22 students.

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.

Professional Learning Communities analyzes assessment data to determine deficient areas. During PLC mini lessons are designed to re-teach difficult concepts. Teachers use strategies designed to assist diverse learners master key concepts. Difficult concepts are also revisited while teaching current content. Teachers use assessment data indicates the need to re-teach a concept, ILT tiers are noted lesson plans.

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: 600

After School tutoring is provided through small group instruction. Students have the opportunity to receive one on one instruction from the teacher.

Strategy Rationale

Tutoring is instrumental in reiterating difficult concepts and providing one on one instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dumont, Sheryl, dumonts@duvalschools.org

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

Effectiveness will be determined by assessment data.

Strategy: Weekend Program

Minutes added to school year: 600

Saturday School provides additional tutoring for students that need a review of concepts that have been taught throughout the year prior to the district's annual assessments. Tutoring in Algebra, Biology, Science, Civics and Math is provided.

Strategy Rationale

Saturday School is instrumental in reiterating concepts that have been taught throughout the year. Students are able to receive small group instruction and direct instruction from the teacher if necessary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dumont, Sheryl, dumonts@duvalschools.org

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

Effectiveness will be determined by assessment data.

Strategy: Weekend Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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.

The LaVilla School Counseling Department hosts Parent Night for students enrolled High School (Acceleration) Courses, High School Transition Meetings and Semi-Annual parent conferences with parents of student that are at risk academically. During each of these meetings, Guidance Counselors and Administrators are available to answer one on one questions for parents.

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.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Academic/Overarching. If we implement standards-aligned instruction and grading, while consistently analyzing and monitoring data, then student achievement will increase in all core academic areas.
- G2.** Culture and Climate If our school will promote positive student relationships, along with implementing an authentic school-wide communication process, then we will have a thriving art and academic environment where the whole child is supported/successful.

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. Academic/Overarching. If we implement standards-aligned instruction and grading, while consistently analyzing and monitoring data, then student achievement will increase in all core academic areas. 1a

G086392

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

- Time for grade level and department common planning.
- Teacher's ability to use multiple types of assessment and other data to guide instructional decisions/planning that lead to higher student achievement.
- Correlation of grades with state standards expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Culture and Climate If our school will promote positive student relationships, along with implementing an authentic school-wide communication process, then we will have a thriving art and academic environment where the whole child is supported/successful. 1a

G086393

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Ability to identify at risk behaviors
- Absence of comprehensive system to address at risk behaviors.
- Student motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Academic/Overarching. If we implement standards-aligned instruction and grading, while consistently analyzing and monitoring data, then student achievement will increase in all core academic areas. 1

G086392

G1.B1 Time for grade level and department common planning. 2

B229583

G1.B1.S1 Create a school wide common planning schedule/calendar 4

S242209

Strategy Rationale

Action Step 1 5

Incorporate department common planning time

Person Responsible

Lianna Knight

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Departments Chairs will create a calendar with common planning times each month

Action Step 2 5

Incorporate grade level common planning time

Person Responsible

Lianna Knight

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Grade level leds will create a calendar with common planning times each month

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

Ensure that common planning calendars are updated each month and shared with the entire faculty.

Person Responsible

Lianna Knight

Schedule

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

Evidence of Completion

Common Planning Calendars

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Absences of planning norms and expectations to encourage effective instruction planning 4

 S242210

Strategy Rationale

Action Step 1 5

Instructional leadership team develop meeting norms and agenda format

Person Responsible

Bradley Gianneschi

Schedule

On 9/30/2016

Evidence of Completion

Norms and expectations will be noted in the Instructional Leadership Team Meeting Minutes

Action Step 2 5

Share expectations and monitor

Person Responsible


Bradley Gianneschi

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

G1.B2 Teacher's ability to use multiple types of assessment and other data to guide instructional decisions/ planning that lead to higher student achievement. **2**

 B229584

G1.B2.S1 Effectively use available data to make informed decisions for instruction. **4**

 S242211

Strategy Rationale

Teachers need time to obtain, review, and analyze student data to make instructional decisions effectively.

Action Step 1 **5**

Provide professional development on the types of data available and how to disaggregate data for instructional use.

Person Responsible

Sarah Thurlow

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Ms. Thurlow and Ms.Knight will provide training to the teachers on how to pull the appropriate data and what it means.

Action Step 2 **5**

Monitor the use of data in planning and delivery.

Person Responsible

Lianna Knight

Schedule

Weekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Administrators will monitor common planning times and Early Release times to ensure that teachers are reviewing the most recent student data and designing lessons that revolve around that data.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will monitor common plannings and early release for the use of the most recent student data.

Person Responsible

Lianna Knight

Schedule

Weekly, from 8/15/2016 to 10/17/2016

Evidence of Completion

Minutes from the common planning and early release sessions.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B3 Correlation of grades with state standards expectations 2

 B229585

G1.B3.S1 To develop school wide protocols/procedures that align grading with state standards expectations 4

 S242212

Strategy Rationale

As a school we need to brainstorm what a grade should represent and how we align mastery of the standards in the classroom to reflect the same expectations with mastery on the state assessments.

Action Step 1 5

Instructional leadership team will develop a guide to facilitate departmental grading and standard alignment.

Person Responsible

Bradley Gianneschi

Schedule

Monthly, from 8/15/2016 to 6/3/2017

Evidence of Completion

Protocols established by the Instructional Leadership Team on what should be included in a grade.

Action Step 2 5

Share, model, and implement the plan.

Person Responsible

Bradley Gianneschi

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Mr. Gianneschi will lead a Faculty Meeting to share the Instructional Leadership Team's guide to grading and standards alignment. The administrative team will monitor grades and ensure that teachers' grades are aligned with master of the standards.

Action Step 3 **5**

Monitor the fidelity of content-planned assessments to ensure that grades reflect mastery/growth towards standards

Person Responsible

Lianna Knight

Schedule

Weekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

The Administrative Team will closely monitor planning times to ensure that lessons correlate with mastery of the standards as well as ensure grades are aligned with those standards.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

The Administrative Team will monitor lessons to ensure as a school, we are covering the key concepts and strands that need to be mastered before the FSA.

Person Responsible

Sheryl Dumont

Schedule

Daily, from 8/15/2016 to 6/5/2017

Evidence of Completion

Frequent walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 **7**

Person Responsible

Schedule

Evidence of Completion

G2. Culture and Climate If our school will promote positive student relationships, along with implementing an authentic school-wide communication process, then we will have a thriving art and academic environment where the whole child is supported/successful. 1

G086393

G2.B1 Ability to identify at risk behaviors 2

B229586

G2.B1.S1 School Counselors and design team will provide professional development regarding identifying at risk behaviors. 4

S242213

Strategy Rationale

Faculty needs to be made aware of what At Risk Behaviors are and what to do if a student is considered At Risk.

Action Step 1 5

Counselors will provide professional development during a Faculty Meeting on At Risk Behaviors

Person Responsible

Marshiray Griffin

Schedule

On 8/15/2016

Evidence of Completion

Ms. Griffin will educate our faculty on At Risk Behaviors, resources, and procedures/.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B2 Absence of comprehensive system to address at risk behaviors. 2

 B229587

G2.B2.S1 School Counselors and Design Team will develop a school wide response plan for referred students that will incorporate small group support and peer mediation 4

 S242214

Strategy Rationale

Action Step 1 5

Ensure that our Restorative Justice Team is working effectively and providing the needed support to our At Risk Students and their behaviors.

Person Responsible

Joan Bacon

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Ms. Bacon will work closely with our Administrative Team and Counselors to provide training to our Restorative Justice Team on effective small group and peer mediation strategies.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S2 Provide professional development to staff and peer mediators on how to appropriately respond to students exhibiting at risk behaviors using the designed system. 4

 S242215

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S3 Implement and monitor that faculty is effectively utilizing the At Risk support program. 4

 S242216


Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #3
Complete one or more action steps for this Strategy or de-select it

G2.B3 Student motivation 2

 B229588

G2.B3.S1 Mentoring for all level 1 reading students 4

 S242217

Strategy Rationale

All faculty will mentor 2-4 students in our bottom quartile for Reading to provide additional academic support and create positive teacher-student relationships.

Action Step 1 5

Provide professional development on mentoring, best practices and tracking

Person Responsible

Marshiray Griffin

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Ms. Griffin and the Champions Team will provide professional development for effective mentoring and best practices during monthly Faculty Meetings.

Action Step 2 5

Establish lead team to monitor progress monthly

Person Responsible

Lianna Knight

Schedule

On 8/15/2016

Evidence of Completion

Ms. Knight will appoint the counselors, assistant principals and lead Reading teachers as the Champions Team to monitor monthly Reading data.

Action Step 3 5

Determine progress monitoring data

Person Responsible

Marshiray Griffin

Schedule

On 8/15/2016

Evidence of Completion

The Champions Team will determine the most useful data to monitor for Reading during the initial Champions Team meeting.

Action Step 4 5

Provide reinforcements for champions and mentees that

Person Responsible

Marshiray Griffin



















Schedule













Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Ms. Griffin and the Champions Team will provide additional strategies, updates, and incentives to mentors during monthly Faculty Meetings.

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  M323556	[no content entered]		No Start Date		No End Date one-time
G2.MA1  M323563	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1  M323550	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M323552	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1  M323554	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M323557	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M323558	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1  M323559	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1  M323560	[no content entered]		No Start Date		No End Date one-time
G2.B2.S2.MA1  M323561	[no content entered]		No Start Date		No End Date one-time
G2.B2.S2.MA1  M323562	[no content entered]		No Start Date		No End Date one-time
G2.B2.S2.A1  A313511	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1  A313509	Counselors will provide professional development during a Faculty Meeting on At Risk Behaviors	Griffin, Marshiray	8/15/2016	Ms. Griffin will educate our faculty on At Risk Behaviors, resources, and procedures/.	8/15/2016 one-time
G2.B3.S1.A2  A313513	Establish lead team to monitor progress monthly	Knight, Lianna	8/15/2016	Ms. Knight will appoint the counselors, assistant principals and lead Reading teachers as the Champions Team to monitor monthly Reading data.	8/15/2016 one-time
G2.B3.S1.A3  A313514	Determine progress monitoring data	Griffin, Marshiray	8/15/2016	The Champions Team will determine the most useful data to monitor for Reading during the initial Champions Team meeting.	8/15/2016 one-time
G1.B1.S2.A1  A313502	Instructional leadership team develop meeting norms and agenda format	Gianneschi, Bradley	8/8/2016	Norms and expectations will be noted in the Instructional Leadership Team Meeting Minutes	9/30/2016 one-time
G1.B2.S1.MA1  M323553	Administrators will monitor common plannings and early release for the use of the most recent...	Knight, Lianna	8/15/2016	Minutes from the common planning and early release sessions.	10/17/2016 weekly
G1.B1.S1.MA1  M323551	Ensure that common planning calendars are updated each month and shared with the entire faculty.	Knight, Lianna	8/15/2016	Common Planning Calendars	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1  A313500	Incorporate department common planning time	Knight, Lianna	8/8/2016	Departments Chairs will create a calendar with common planning times each month	6/2/2017 monthly
G1.B1.S1.A2  A313501	Incorporate grade level common planning time	Knight, Lianna	8/8/2016	Grade level leds will create a calendar with common planning times each month	6/2/2017 monthly
G1.B1.S2.A2  A313503	Share expectations and monitor	Gianneschi, Bradley	8/8/2016		6/2/2017 monthly
G1.B3.S1.A1  A313506	Instructional leadership team will develop a guide to facilitate departmental grading and standard...	Gianneschi, Bradley	8/15/2016	Protocols established by the Instructional Leadership Team on what should be included in a grade.	6/3/2017 monthly
G1.B2.S1.A1  A313504	Provide professional development on the types of data available and how to disaggregate data for...	Thurlow, Sarah	8/15/2016	Ms. Thurlow and Ms.Knight will provide training to the teachers on how to pull the appropriate data and what it means.	6/5/2017 monthly
G1.B2.S1.A2  A313505	Monitor the use of data in planning and delivery.	Knight, Lianna	8/15/2016	Administrators will monitor common planning times and Early Release times to ensure that teachers are reviewing the most recent student data and designing lessons that revolve around that data.	6/5/2017 weekly
G1.B3.S1.MA1  M323555	The Administrative Team will monitor lessons to ensure as a school, we are covering the key...	Dumont, Sheryl	8/15/2016	Frequent walk-throughs	6/5/2017 daily
G1.B3.S1.A2  A313507	Share, model, and implement the plan.	Gianneschi, Bradley	8/15/2016	Mr. Gianneschi will lead a Faculty Meeting to share the Instructional Leadership Team's guide to grading and standards alignment. The administrative team will monitor grades and ensure that teachers' grades are aligned with master of the standards.	6/5/2017 monthly
G1.B3.S1.A3  A313508	Monitor the fidelity of content-planned assessments to ensure that grades reflect mastery/growth...	Knight, Lianna	8/15/2016	The Administrative Team will closely monitor planning times to ensure that lessons correlate with mastery of the standards as well as ensure grades are aligned with those standards.	6/5/2017 weekly
G2.B2.S1.A1  A313510	Ensure that our Restorative Justice Team is working effectively and providing the needed support...	Bacon, Joan	8/15/2016	Ms. Bacon will work closely with our Administrative Team and Counselors to provide training to our Restorative Justice Team on effective small group and peer mediation strategies.	6/5/2017 monthly
G2.B3.S1.A1  A313512	Provide professional development on mentoring, best practices and tracking	Griffin, Marshiray	8/15/2016	Ms. Griffin and the Champions Team will provide professional development for effective mentoring and best practices during monthly Faculty Meetings.	6/5/2017 monthly
G2.B3.S1.A4  A313515	Provide reinforcements for champions and mentees that	Griffin, Marshiray	8/15/2016	Ms. Griffin and the Champions Team will provide additional strategies, updates, and incentives to mentors during monthly Faculty Meetings.	6/5/2017 monthly

V. Professional Development Opportunities

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

G1. Academic/Overarching. If we implement standards-aligned instruction and grading, while consistently analyzing and monitoring data, then student achievement will increase in all core academic areas.

G1.B1 Time for grade level and department common planning.

G1.B1.S1 Create a school wide common planning schedule/calendar

PD Opportunity 1

Incorporate department common planning time

Facilitator

Knight and Thurlow

Participants

All departments

Schedule

Monthly, from 8/8/2016 to 6/2/2017

G1.B3 Correlation of grades with state standards expectations

G1.B3.S1 To develop school wide protocols/procedures that align grading with state standards expectations

PD Opportunity 1

Instructional leadership team will develop a guide to facilitate departmental grading and standard alignment.

Facilitator

Lead Teachers

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 6/3/2017

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	Incorporate department common planning time	\$0.00
2	G1.B1.S1.A2	Incorporate grade level common planning time	\$0.00
3	G1.B1.S2.A1	Instructional leadership team develop meeting norms and agenda format	\$0.00
4	G1.B1.S2.A2	Share expectations and monitor	\$0.00
5	G1.B2.S1.A1	Provide professional development on the types of data available and how to disaggregate data for instructional use.	\$0.00
6	G1.B2.S1.A2	Monitor the use of data in planning and delivery.	\$0.00
7	G1.B3.S1.A1	Instructional leadership team will develop a guide to facilitate departmental grading and standard alignment.	\$0.00
8	G1.B3.S1.A2	Share, model, and implement the plan.	\$0.00
9	G1.B3.S1.A3	Monitor the fidelity of content-planned assessments to ensure that grades reflect mastery/growth towards standards	\$0.00
10	G2.B1.S1.A1	Counselors will provide professional development during a Faculty Meeting on At Risk Behaviors	\$0.00
11	G2.B2.S1.A1	Ensure that our Restorative Justice Team is working effectively and providing the needed support to our At Risk Students and their behaviors.	\$0.00
12	G2.B2.S2.A1		\$0.00
13	G2.B3.S1.A1	Provide professional development on mentoring, best practices and tracking	\$0.00
14	G2.B3.S1.A2	Establish lead team to monitor progress monthly	\$0.00
15	G2.B3.S1.A3	Determine progress monitoring data	\$0.00
16	G2.B3.S1.A4	Provide reinforcements for champions and mentees that	\$0.00
Total:			\$0.00