Duval County Public Schools

The Bridge To Success Academy At W Jacksonville

2016-17 Schoolwide Improvement Plan

The Bridge To Success Academy At W Jacksonville

2115 COMMONWEALTH AVE, Jacksonville, FL 32209

http://www.duvalschools.org/btsm

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)
Combination School 4-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	87%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 The Bridge To Success Academy At W Jacksonville

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 Bridge to Success Academy at West Jacksonville (BTSA) is committed to investing in continuous professional learning that is standards-based, results-driven, relevant and improves administrative leadership, teaching quality, and student achievement.

b. Provide the school's vision statement.

Bridge to Success Academy at West Jacksonville is a Place of Choice with One Supported Voice Engaging in Learning Today and Embracing the Expectations of Tomorrow. Thus fostering a community of learners who are developing socially and emotionally and intellectually to the highest of their individual and collective potential.

2. School Environment

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

Bridge to Success Academy program includes eight locations serving grades fourth through twelfth who are at least 2 years behind in their current academic progress. Our program is located at Bridge to Success Academy at West Jacksonville which serves as the central hub for 4th through 8th grade with additional sites located within neighborhood schools. This allows eligible students to continue to attend school and participate in the extracurricular activities, while still receiving the support needed to realign with academic expectations.

The Bridge to Success Academy program focuses on accelerated student learning by administering strong instruction, retaining exceptional teachers and developing an organizational structure conducive for supporting academic achievement and career exploration and internship. Our curriculum, modes of instruction, assessments and learning are tailored to the needs and interests of our students. Through data-driven instruction and decision-making, we draw upon timely, accurate, qualitative and quantitative information to determine the progress toward the vision for our program. In order to increase student engagement, we will invite students to join the Foundations Team and School Advisory Council. All administration, faculty, and staff will continue to ramp up our efforts to provide relevant Tier 2 and Tier 3 behavioral and academic interventions to assist struggling students. We will also implement Restorative Justice in our school this year. The school carefully fosters an organizational culture of academic fortitude, extraordinary leadership, and provision for the future. At BTSA we prioritize academic success through fostering the best practices for our student population within each classroom. Our teachers focus on developing a classroom community, which reflects a strong instructional foundation and building collaboration among students.

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

From the moment Bridge to Success Academy campus opens at 6:50 a.m., students are ushered to safe spaces by grade, and monitored by faculty and staff until the first bell of the day signals it is time for students to be released. BTSA faculty and staff are trained on CHAMPS and Foundations best practices and the expectation is that they are practiced throughout the day. We also form a greeting line and talk to the students as they exit the cafeteria. We find it creates a warm family atmosphere as they begin their day our students know that they are cared about. The school creates an environment

where students feel safe and respected before, during and after
school. This environment is fostered through the creation of positive student-adult relationships, with proactive interventions in the classroom, and through a school-wide system of positive behavior interventions and systemic school-wide routines and rituals, that are taught and implemented, in addition to teachers' classroom rituals and routines. The faculty and staff are charged with aware of all students. We have set up a system if a student has a complaint they fill out a form or come see an adult to register concerns which are immediately addressed.

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.

BTSA is CHAMPS and Foundations strategy-based school, with faculty and staff
employing those best practices across the board, in and out of the classroom.
Students are presented with clear expectations on day one of school, and also participate in a presentation about the Student Code of Conduct, with the school's two deans strictly following the protocol within.
The school's discipline staff regularly attends district professional development and is allotted time during faculty and leadership team meetings to disseminate important information to faculty and staff.
The school's discipline team meets regularly with the school administration and guidance to review issues and concerns, and to plan how they will be resolved. Meetings are solution-focused.
We have implemented a PBIS plan as well as using a positive behavior tracking device called HERO school wide.

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.

The school uses a positive behavior system to ensure that students are mentored and counseled in any given situation. Students are given an opportunity to meet with the counselor from the school or with Bridge of Northeast Florida to discuss specific emotional behaviors. The school has also developed Student of the Month where students are celebrated for their good standing in the program. This year we are also implementing the HERO system which will allow us to reward good behavior and redirect negative student behavior which will have a positive effect on our campus culture.

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.

Guidance keeps a regular log of student attendance, but instructors also report to administration/ guidance when a student has been absent without a given reason for longer than two class periods (three days, usually on the A/B class schedule). The administrator/counselor then has our Community in School representation make home contact to establish the reason for the extended absence, and works with instructors to insure that the student has an easy transition back into the classroom
2. The school's discipline team keeps close tabs on student discipline through their own tracking data, and meets regularly to discuss overall school trends, as well as individual students
3. Instructors are in contact with parents/guidance when students fall into danger of failing
4. All student data is tracked, and is particularly influential in deciding how student schedules are formed.
5. Part of the PBIS/HERO plan is dependent on attendance, so there will be incentives to come to school

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	1	12	14	16	17	20	21	2	103
One or more suspensions	0	0	0	0	1	8	18	12	25	4	3	3	0	74
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	1	12	12	16	3	3	3	0	50

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

I'm A Star Foundation: Empowers youths to become solution-oriented leaders in their respective schools and communities. • Communities in Schools (CIS): A nationwide network of passionate professionals working in public schools to surround students with a community of support, empowering them to stay in school and achieve in life. • Team Up: After-school program sponsored by CIS, which provides time for students to engage in learning or strengthening learning strategies and to receive tutoring in each content area. • Bridge of Northeast Florida: Assists students with opportunities to overcome barriers and to support them as they aspire to better their lives, provides small group and individual counseling sessions.
• Full Service Schools: Provides counseling and assistance to assist students in overcoming outside influences so they can focus on their education and future.
Our school constantly works on credit checks and credit retrieval grades are heavily monitored.

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

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

The staff will lead and provide stakeholders the data and necessary information needed so they can be productive partners united around student achievement. The school efforts will be collaborative through our Parental Involvement Plan. There are meaningful roles for each party to participate in and they are clearly articulated through our Parental Involvement Calendar that was created based on what the parents want to see happening in our school. We have aligned our partnership activities directly to our student achievement goals.

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
Prier, Aleya	Principal
Roberts-Mills, Karen	Assistant Principal
Copeland, Kimberly	Assistant Principal
manias, Cassandra	Assistant Principal
Holmes, Loietta	Assistant Principal
Foster, Vincent	Principal
Froess, Allison	Instructional Coach
Thomas, Dione	Instructional Coach
Rentz, LaSonya	School Counselor
Cobb-Jones, Candace	Teacher, ESE

b. Duties

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

Aleya Prier- Principal 4th -8th, Vincent Foster-Principal 9th—12th Karen Roberts-Mills, Loietta Holmes-Jones- Assistant Principal of Curriculum, Cassandra Manias, Kim Copeland, Alice Kimbrough, Tommy Silas Assistant Principal of Student Services * provide a common vision for the use of data-based decision making using the problem solving method * ensures the team members will attend MTSS professional training * will design a master evaluation schedule to support state and district requirements as well as progress monitoring * communicates with parents regarding school based MTSS plans and activities *design a master schedule to support students and staff Lee Johnson & Mrs. Rentz – Guidance Counselors, credit recovery, Candica Cobb – 504, ESOL, a *Oversee the MRT process, this process is required to move students from Tier 2/3 to Tier 3 EE/ESE (academic as well as behavior) * In addition to providing interventions, school and social workers will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success* Attend district training sessions during the school year * Facilitate the monthly problem solving team meetings * Submit documentation citing the intervention services provided to each student * Assist in the analysis of data to design and progress monitor appropriate interventions using the solving problem method * Assist in the analysis of progress monitoring assessment results * Assist in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school and climate surveys * Identify systematic patterns of student need while working with district personnel to identify

appropriate, evidence-based intervention strategies *Assist with whole school screening programs, Tier 1, Tier 2, and Tier 3 interventions. Ms. Thomas and Ms. Froess are our instructional coaches.

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 MTSS Team will employ the following problem solving process: Define the student's challenges. Gather facts and data. Generate and evaluate alternative solutions. Implement and monitor the most effective solutions determined by the team. Title X- Homeless the District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for student identified as homeless under the McKinney-Vento act to eliminate barriers for a freeand appropriate education. Supplemental Academic Instruction (SAI) used to fund instructional positions. The Bridge to Success Academy at West Jacksonville participates in the Community Eligibility Option (CEO) program which provides healthy breakfast and lunches each day at no charge for all students attending our school.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Kris Larsen	Business/Community
Aleya Prier	Principal
Hank Rodger	Business/Community
Harmony Darr	Teacher
Marilynn Wilcox	Business/Community
Janet Norris	Business/Community
Patte Wallace	Education Support Employee
Jerome Miller	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The Middle School Bridge to Success/James Weldon Johnson ACT Center School Advisory Council (SAC) is a somewhat unique entity, in that our Council not only represents the James Weldon Johnson ACT Center Main Campus, but, also the parents, students, teachers, and communities of the other three sites of the Middle School Bridge to Success Program; Matthew Gilbert Middle, Northwestern Middle, and Arlington Middle Schools. Our SAC Council is guided by two overarching goals: • To do everything possible within our scope of responsibilities and authority to support Mrs. Prier, our Principal, her leadership team, our teachers and staff in serving the students and parents in the Middle School Bridge to Success Program, and, • To serve as a liaison and facilitator of communication and information between our school’s Principal, leadership team, faculty, and staff and our program/school’s parents Our SAC Council meets monthly, and one component of each

meeting's agenda is the "Principal/ School Updates." It is during the "Principal/School Updates" that Mrs. Prier, our Principal, during each monthly meeting, and, over the course of the school year, brings the SAC Council fully up to date, and informed of, the various components of our School Improvement Plan. Our SAC Council meetings always include program/school parents, and, as various components of our School Improvement Plan are outlined each month by our Principal, all parents present are provided the opportunity to more fully explore, or to address any concerns or questions they may have concerning the School Improvement Plan.

b. Development of this school improvement plan

The SAC assisted in the preparation and evaluation of the School Improvement Plan (SIP) by reviewing the previous school data. The plan is designed to achieve the state education goals and student performance standards. Preparation of the school's annual budget and plan The BTSA SAC plays an integral role in the preparation and evaluation (developing and evaluating) of the School Improvement Plan and also serves as a committee to assist the principal with the annual school budget. As part of the School Improvement Plan process, the SAC work in conjunction with the school's Leadership Team and supports a data-driven decision making process, which involves reviewing performance indicators that are measurable such as school-based, district, or state assessments.

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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
Roberts-Mills, Karen	Assistant Principal
Froess, Allison	Instructional Coach
Copeland, Kimberly	Assistant Principal

b. Duties

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

The LLT will provide training on the new Language Arts Florida Standards to all content area teachers. All disciplines will collalborate with ELA/Reading teachers and Literacy Coaches to prioritze their curriculum to inlcude Achieve3000 and adopted school-wide reading strategies to help raise reading proficiency across all grade levels. The LLT will conduct classroom walkthroughs, data analysis, and will engage in the work of Professional Learning Communities within their departments. The LLT will host Literacy Night to promote reading and writing with parents, students, and community. The team uses data to establish the literacy goals for the school year. Once goals are established the team will meet monthly to assess the progress towards accomplishing the goals.

Literacy will be supported in a variety of ways: literacy nights, professional development, providing instructional and student resources and materials, and other initiatives.

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.

One avenue for encouraging positive working relationships with teachers is participation in Professional Learning Community Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. We have also created teacher driven group sites where the teachers have taken the lead creating material and working on curriculum collectively since they are housed in different locations.

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

The principal will notify the School District's Human Resource Department to recruit qualified teachers to fill vacancies. The principal, assistant principal and professional development facilitator will provide on-going school-wide and content area professional development for novice and experienced teachers. Mentors will be assigned to novice teachers. The mentors will meet with the novice teacher on a regular basis to provide support to assist with content strategies, classroom management, completion of MINT requirements

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

Attend school-based mentor/novice teacher MINT Meetings as needed. Communicate frequently with support team during the first month of hire and throughout the year. Access available funding (through MINT office) to provide release time for mentor/mentee collaboration and observations. Provide input for initiation of Novice Teacher IPDP and monitor as needed (CAST Post-conference). Review required MINT documentation as needed

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.

BTSA utilizes the instructional programs and materials that are adopted by the district. Supplemental materials assist with the decoding of authentic narrative and expository selections, promote listening and speaking skills, as well as support deeper levels of comprehension. Our school also provide opportunities for teachers to unpack the Florida Standards. This helps teachers have discourse and collaboratively plan reading and writing instruction that are aligned with the standard. These conversations and learning opportunities promote reflections on teaching experiences and student learning; promote the analysis of assessment data to make standards based instructional decisions; and promote growth in instructional practices, curriculum design and the use of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The team will review universal screening data including but not limited to: Achieve3000 performance results, teacher created formative and summative assessment data. We will identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process. The intervention strategies used include but are not limited to: * Delivers Tier 1 instruction and the first step in the MTSS process * Communicates with parents regarding student data * Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities * Work with grade level team to support MTSS * Work with grade level team to support Tier 1 and Tier 2 interventions * Work with grade level team to complete the required MTSS referral process * Assist in making data driven decisions about interventions and strategies that support Enrichment Math and Enrichment Reading teachers * Provide information about Tier 2 instruction for math and reading * Participate in student data collection *Enroll struggling students in our after-school TEAM UP program. Provide the following information for each strategy the school

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: 10,080

We provide a quality, free after school program that provides a safe environment where students are encouraged and motivated to succeed in both their academic and enrichment activities. We serve six through eighth grade students Monday through Friday for three hours each day. The program focuses on six core areas – academic enrichment, sports and recreation, life skills, cultural enrichment, parental involvement and community service.

Strategy Rationale

There are several students per site who are in need of credit retrieval in order to promote from middle school to high school status by the end of the year. Those students along with students who are in need of additional tutoring will be offered the opportunity to stay after school on Tuesday and Thursdays for 60 minutes until Spring 2017. During such time, students will retrieve credits, recover grades and get remediation in deficient areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Prier, Aleya, wilcoxa@duvalschools.org

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

Data is collected from formative assessments, Achieve 3000, and report cards. The data is analyzed by the Instructional team to determine trends and deficiencies and appropriate strategies to be used.

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.

Our students are always being prepared for the next grade level as they are completing two years in one. We stress college and career readiness.

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.

In order to advance college and career awareness, the school creates a daily college-going culture that is established through the school counseling department and the school has established partnerships with local colleges and universities. The school hosts College Going days where we expose students to admission representatives and other college officials. Various financial aid nights are also sponsored through these partnerships.

Florida State College at Jacksonville (FSCJ) hosts our school's parent nights and the school participates in (FSCJ's) Open House events.

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

Currently the school has created the opportunity for students to receive industry certification in Digital Information Technology. The school's office education department continues to work with the district's CTE department to equip our teachers with additional industry certifications in order to increase to menu of options for the students.

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

We are committed to producing students who are on grade level and ready to enter high school in a global, technology-driven society. Focusing on reading, writing, and discussion every day develops the skills students need to succeed at the post-secondary level, in college or the workforce. With a focus on basic computer literacy skills in core academic courses, student will increase their academic success and become technologically fluent. Laptop computers are available for each student during class instruction and
further supports 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.

Students are provided monthly remediation and testing through the Post Secondary Education Readiness (PERT) test, for both Reading and Mathematics. Students are also provided daily assistance with preparing for college entrance examinations (ACT/SAT), as well as participating in every opportunity to sit for these assessments.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. If students attend school consistently then graduation rates will increase

G2. If we increase opportunities for parental involvement, then parents will be equipped to support their student to academic achievement and double promotion.

G3. If teachers effectively implement the close reading strategy, then we shall see a percentage increase of proficient students on district and state assessments.

Strategic Goals Detail

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

G1. If students attend school consistently then graduation rates will increase 1a

G086514

Targets Supported 1b

Indicator	Annual Target
Attendance rate	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack motivation and have high levels of apathy towards their goals
- Students aren't motivated to come to school on a daily basis

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Data • Community Partnership (Communities in Schools, Bridge of Northeast Florida, I'm a Star Foundation, UNF SOAR program, FSCJ) • Established Attendance Intervention Team process • External funding sources for additional activities and student incentives

G2. If we increase opportunities for parental involvement, then parents will be equipped to support their student to academic achievement and double promotion. 1a

G086515

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- low parent participation

Resources Available to Help Reduce or Eliminate the Barriers 2

- parent survey, SAC Meetings, Parent Involvement

Plan to Monitor Progress Toward G2. 8

Attendance sign in sheets

Person Responsible
Karen Roberts-Mills

Schedule
Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion
Attendance and sign-in sheets

G3. If teachers effectively implement the close reading strategy, then we shall see a percentage increase of proficient students on district and state assessments. 1a

G086516

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher implementation of effective pedagogical practices that impacts student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will incorporate higher order questioning strategies, probing questions, and student discourse. Professional Development on Close Reading Strategies. Administrative Support • PD & Early Release Days • Walkthroughs with feedback

Plan to Monitor Progress Toward G3. 8

Achieve and iReady scores will be monitored and reviewed

Person Responsible
Dione Thomas

Schedule
Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion
iReady, Achieve 3000, district test

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. If students attend school consistently then graduation rates will increase 1

G086514

G1.B1 Students lack motivation and have high levels of apathy towards their goals 2

B229913

G1.B1.S1 Increasing opportunities for positive interactions and experiences within the school through student activities 4

S242560

Strategy Rationale

Students will be more motivated to attend school if they are involved in activities and can build motivation by working towards a goal.

Action Step 1 5

Leadership team convenes to determine appropriate student activities throughout the school year in which all BTS sites can participate. A schedule is made and co-sponsors are identified.

Person Responsible

Loietta Holmes

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Finalized schedule of co-sponsors identified

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

Leadership team convenes to determine appropriate student activities throughout the school year in which all BTS sites can participate. A schedule is made and co-sponsors are identified.

Person Responsible

Vincent Foster

Schedule

Monthly, from 9/1/2016 to 6/9/2017

Evidence of Completion

activities calendar, budget plan, agenda/meeting minutes, Graduate Information Packet

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

Each BTS site gathers student input to the activity plan and meets regularly for feedback

Person Responsible

Loietta Holmes

Schedule

Monthly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Composed list of activity suggestions from students and feedback discussion

G2. If we increase opportunities for parental involvement, then parents will be equipped to support their student to academic achievement and double promotion. 1

G086515

G2.B1 low parent participation 2

B229915

G2.B1.S1 Increase use of School Messenger Flyers going home to parents Give incentives to students for parents who attend 4

S242561

Strategy Rationale

If we increase our parent involvement our parents will be better able to fully support their child's academic advancement

Action Step 1 5

Provide advance notice for key events

Person Responsible

LaSonya Rentz

Schedule

Weekly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Fliers, Use of School Messenger, School Website Changes

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

Ensure that parents receive timely notifications of Events, Survey Periods

Person Responsible

Karen Roberts-Mills

Schedule

Monthly, from 9/14/2016 to 6/9/2017

Evidence of Completion

Planning Events Calendar

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

Keep records of parent attendance at all events to monitor for parental involvement increase

Person Responsible

LaSonya Rentz

Schedule

Monthly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Parent sign in sheets

G3. If teachers effectively implement the close reading strategy, then we shall see a percentage increase of proficient students on district and state assessments. 1

G086516

G3.B1 Lack of teacher implementation of effective pedagogical practices that impacts student achievement 2

B229916

G3.B1.S1 Close reading includes: Using short passages and excerpts Diving right into the text with limited pre-reading activities Focusing on the text itself Rereading deliberately Noticing things that are confusing Discussing the text with others Think-Pair Share or Turn and Talk frequently Responding to text-dependent questions 4

S242562

Strategy Rationale

If we focus on teachers doing the things listed above there will an increase in comprehension for our students and they will perform better on state tests

Action Step 1 5

All content area teachers will be taught Close Reading Strategies

Person Responsible

Allison Froess

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, admin walkthroughs

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

Conduct Common planning sessions at least once a week for each grade level with a focus on increasing teacher knowledge of standards

Person Responsible

Allison Froess

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

changes in lesson planning expectations, HOT questions in lesson plans

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

Administration Team will monitor teacher lesson plans for use of the strategy and question types

Person Responsible

Kimberly Copeland

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

changes in lesson planning expectations, HOT questions in lesson plans

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 M324351	Attendance sign in sheets	Roberts-Mills, Karen	8/15/2016	Attendance and sign-in sheets	6/1/2017 monthly
G3.MA1 M324354	Achieve and iReady scores will be monitored and reviewed	Thomas, Dione	9/12/2016	iReady, Achieve 3000, district test	6/2/2017 biweekly
G1.B1.S1.A1 A313913	Leadership team convenes to determine appropriate student activities throughout the school year in...	Holmes, Loietta	9/1/2016	Finalized schedule of co-sponsors identified	6/2/2017 monthly
G2.B1.S1.MA1 M324349	Keep records of parent attendance at all events to monitor for parental involvement increase	Rentz, LaSonya	9/13/2016	Parent sign in sheets	6/2/2017 monthly
G3.B1.S1.MA1 M324352	Administration Team will monitor teacher lesson plans for use of the strategy and question types	Copeland, Kimberly	9/5/2016	changes in lesson planning expectations, HOT questions in lesson plans	6/2/2017 weekly
G3.B1.S1.A1 A313915	All content area teachers will be taught Close Reading Strategies	Froess, Allison	9/26/2016	Teacher lesson plans, admin walkthroughs	6/2/2017 monthly
G1.B1.S1.MA1 M324347	Each BTS site gathers student input to the activity plan and meets regularly for feedback	Holmes, Loietta	9/1/2016	Composed list of activity suggestions from students and feedback discussion	6/9/2017 monthly
G1.B1.S1.MA1 M324348	Leadership team convenes to determine appropriate student activities throughout the school year in...	Foster, Vincent	9/1/2016	activities calendar, budget plan, agenda/meeting minutes, Graduate Information Packet	6/9/2017 monthly
G2.B1.S1.MA1 M324350	Ensure that parents receive timely notifications of Events, Survey Periods	Roberts-Mills, Karen	9/14/2016	Planning Events Calendar	6/9/2017 monthly
G2.B1.S1.A1 A313914	Provide advance notice for key events	Rentz, LaSonya	9/5/2016	Fliers, Use of School Messenger, School Website Changes	6/9/2017 weekly
G3.B1.S1.MA1 M324353	Conduct Common planning sessions at least once a week for each grade level with a focus on...	Froess, Allison	8/29/2016	changes in lesson planning expectations, HOT questions in lesson plans	6/9/2017 weekly

V. Professional Development Opportunities

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

G3. If teachers effectively implement the close reading strategy, then we shall see a percentage increase of proficient students on district and state assessments.

G3.B1 Lack of teacher implementation of effective pedagogical practices that impacts student achievement

G3.B1.S1 Close reading includes: Using short passages and excerpts Diving right into the text with limited pre-reading activities Focusing on the text itself Rereading deliberately Noticing things that are confusing Discussing the text with others Think-Pair Share or Turn and Talk frequently Responding to text-dependent questions

PD Opportunity 1

All content area teachers will be taught Close Reading Strategies

Facilitator

Allison Froess

Participants

All Teachers

Schedule

Monthly, from 9/26/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Leadership team convenes to determine appropriate student activities throughout the school year in which all BTS sites can participate. A schedule is made and co-sponsors are identified.	$0.00
2	G2.B1.S1.A1	Provide advance notice for key events	$0.00
3	G3.B1.S1.A1	All content area teachers will be taught Close Reading Strategies	$0.00
		Total:	$0.00