A. Philip Randolph Academies

2016-17 Schoolwide Improvement Plan

A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

http://www.duvalschools.org/aprtech

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for A. Philip Randolph Academies

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.

All students at A. Philip Randolph Career Academies will exceed the ten national standards of practice and graduate with the knowledge and certified skills necessary to be successful in their post secondary educational endeavors, the military, or the workforce.

b. Provide the school's vision statement.

A. Philip Randolph Career Academies will be recognized as a national model school.

2. School Environment

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

The process the school uses to build knowledge and understanding of our students' cultures and build relationships between teachers and students begins with teacher to student conversations. Teachers encourage and accept diversity and create safe classroom environments where students feel comfortable discussing their similarities and differences. Teachers also build relationships by taking the time to learn about the individual student's cultures through questioning and by allowing students to write about themselves. This allows teachers to make learning relevant which supports students' backgrounds and cultures. The CAST evaluation has a component which addresses teacher's knowledge of students. Teachers are expected to become knowledgeable of their students and their backgrounds, while understanding and respecting their cultures and beliefs.

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

Resolving conflict is important to creating a safe learning environment. At A. Philip Randolph, students learn effective interpersonal skills to cope in group situations. It is important for students to know how to de-escalate conflict, manage it, and resolve it. Safe school planning is an ongoing, comprehensive process which involves the entire community. Restorative Justice is in place to ensure that students feel safe and respected before, during, and after school. The following have been implemented:
1. Leadership and administrative support is provided to create and sustain a healthy school environment.
2. A set of measurable goals and objectives of designed activities that are centered on improving the school's physical and social environment have been established.
3. A data collection system for assessing and monitoring the school environment is being used.
4. Policies, along with a plan for creating and sustaining a safe school environment that clearly defines acceptable and unacceptable school conditions, have been developed and enforced.
We have created an environment where students are respected by adults, and students show respect towards adults by actions and conversations. Administration, security, the school's resource officer, along with teachers, are assigned duty posts to monitor all student activities before and after school.
5. A School Safety Plan has been developed with input of faculty and staff members.
6. Safety drills are conducted monthly to ensure that faculty, staff, and students are aware of procedures during emergencies.

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.

Discipline is an integral part of instruction and learning. The purpose of the Proactive School-Wide Discipline Plan at A. Philip Randolph is to:
*Create A Positive Behaviors and Interventions and Support (PBIS) plan to monitor and implement expectations for successful student behavior throughout the school.
•Establish systematic school-wide structures and procedures for teachers and students that facilitate teaching and learning.
•Encourage student behaviors that enhance the learning environment and encourage teacher-student relationship to enhance the connection between learning and collaboration.
•Minimize student behaviors that inhibit teaching and learning interactions.
•Help students to realize that they are responsible for their own actions; they will be held accountable for their actions, and they need to understand the consequences of their actions.
•Uphold the values of respecting the dignity and rights of every individual so that an atmosphere of mutual respect and trust can be established and maintained.
A district-wide code of conduct is in place and implemented to ensure minimum distractions to keep students engaged during instructional time. A school-wide discipline plan is also in place to provide step by step processes for teachers to address student behavior in the classroom. Administration reviews the code of conduct with students at the beginning of the year in order to provide clear expectations for student behavior.

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.

New to A. Philip Randolph (APR), is the Proof of Concept initiative, where a behavioral specialist has been assigned to APR full-time to provide one-on-one and group support to students and families through a referral process. A. Philip Randolph has three counselors who provide services to all students to meet their academic planning and social-emotional needs. Counselors meet with students one on one and provide classroom visits to address the needs of students. In addition, a school social worker is also assigned and available as needed to provide services to students. School Counselors have a comprehensive school counseling program to address the academic, personal/social, and career needs of all students. One way this is accomplished is through classroom guidance activities with all students.

Major functions of the Guidance program includes, but are not limited to the following:
Post-secondary planning: facilitating the preparation and processing of college, scholarship and employment or military-service opportunities.
Crisis Intervention Services include counseling student in crisis (i.e. suicide prevention, child abuse, pregnancy, substance abuse) and providing assessment and referral to related support services as appropriate.
Student records: preparation of academic schedules and orientation of students to school procedures and learning opportunities. Maintenance of student academic records.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

Students who are absent five or more days are identified on a bi-weekly basis. Parents are called to address the concern. If absences continue, students are referred to the the school's social worker for

follow-up. Tiers have been put in place to reduce suspensions. Students go through restorative justice to resolve conflicts among peers. In-school suspension has been put in place as another tier. A male and female mentoring program has also been established to address behaviors in order to reduce suspensions. Programs such as Curriculum Guide Assessments (CGA), Achieve 3000, iReady, and DAR identify and address student deficiencies in ELA and mathematics. A Reading Interventionist is in place to provide support and services to level one students. Teacher and student accountable talks are conducted quarterly at which strategies are put in place to address areas of deficiencies.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	7	3	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	1	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	10	14	2	44
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	62	64	0	0	126
	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	0	0	0	10	7	4	0	21

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

The Four Pillars for Excellent Instruction has been implemented to improve academic achievement and to meet students' needs. They include practices in all classrooms that support the instructional focus, common planning, a coherent schedule with few interruptions, resources used strategically to support the instructional focus, all school personnel engaged in instruction, cluster meetings focused on teaching and learning, and the alignment of school vision with instructional focus. Academic Coaches provide the coaching cycle to teachers as a means to improve instruction as early warning signs are present.

We also look at student work and data in relation to the State Standards to identify students' needs, improve assignments and instruction, assess student progress, and inform professional development. Professional development is based on teachers' and students' needs. An Academic Probation Plan is in place for students who have a GPA lower than a 2.0 or students who are pregnant. Students are counseled and put on academic probation. They are given all the support they need to succeed and bring up their GPAs.

A professional development plan that is developed with and by teachers is driven by data and aligns all activities with the instructional focus; pools all resources; includes ongoing assessment of student

learning as an integral part of school life; identifies responsibilities, strategies, and time lines; and evaluates effectiveness of activities

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/329174.

2. Description

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

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

The school is building and sustaining partnerships with the local community through the African American Male Initiative (AAMI) and the Ladies of Randolph mentoring programs. Both groups meet monthly with parents and students in attendance. We also have the School Advisory Council (SAC), and the CTE Advisory Councils, the school builds and sustains partnerships with local community for the purpose of securing and utilizing resources to support the school and student achievement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Barnes, Cathy	Principal
Huffman, Martha	Instructional Coach
Lampkin, Eric	Dean
Tuccillo, Jeffery	Assistant Principal
Chadwick, Bryan	Teacher, K-12
Buchanan, Mary	Teacher, K-12
mackoul, mary	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.

The School Leadership Team:
• Facilitates the development of the School Improvement Plan
• Monitors, assesses and amends the School Improvement Plan
• Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
• Facilitates communication within the professional learning community
• Builds the capacity of the school to address parent and staff concerns
• Builds the capacity of the school to improve in the following areas:
o High Academic Achievement
o Effective Educators
o Adequate Resources and Facilities
o Safe and Orderly Schools
o World-Class Service
o Strong Parent and Community Relations

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.

Weekly meetings will be held at our school to discuss students and current progress, as well as action plans. The team will review progress monitoring data and identify students who are meeting and not meeting established benchmarks. Based on the data, the team will identify professional development and resources that are needed at each level. The team will collaborate regularly to solve problems, share effective practices, evaluate implementation, and practice new processes and skills. Currently we do not work with other schools in this process, however, we do communicate with other schools for best practices and success stories.

Professional development opportunities for teachers and administrators are made available through the district as well as our own Leadership. A Philip Randolph, in conjunction with the DCPS Homeless Education Program, works to identify and provide services to students in need. Randolph also will utilize the district's Full Service program and the school's Community in Schools (CIS) liaison to assist with student and family needs. Asa Philip Randolph School in conjunction with the JSO identifies 10 – 20 students per quarter as those who are at risk for violent behavior. The program provides mentoring sessions with the School Resource Officer (SRO). Families are encouraged to apply for Free or Reduced lunch through the DCPS lunch program. In severe cases, families are referred to the Ribault Family Resource Center. Families who have lost their homes are referred to the Ribault Family Resource Center for assistance. Students who have found themselves in a homeless situation are referred to the district Homeless Education Office as well as the Ribault Family Resource Center. A. Philip Randolph is a fully dedicated Magnet School. It offers students opportunities to participate in six career areas: Health Science, Information Technology, Construction, Cosmetology, Fire Rescue, Criminal Justice and Public Safety. Students are afforded the opportunity to earn state recognized certifications in Cosmetology, Health, and Information Technology. Students are given the opportunity to participate in ASVAB testing to pursue military careers. Students participate in internships through their career programs. Additionally, students have the opportunity to participate in Co-operative Education within these programs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Franz Wallace	Business/Community
Anita Spencer	Parent
Lisa Goggins	Parent
Corina Cain	Parent
Andrew Bay	Student
Jeff Tuccillo	Education Support Employee
Cathy Barnes	Principal
Martha Huffman	Teacher
Mary Buchannan	Teacher
Mary MacKoul	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

The SAC committee reviewed and provided feedback on the School Improvement Plan. Each member was given a copy of the plan. During the SAC meeting, the team discussed and agreed on each component of the SIP.

b. Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school and were involved in the development of the SIP.

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

The SAC committee members are provided a copy of the school's annual budget which they review and make recommendations based on the needs of the school.

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

Members utilize SAC funds to support the school's initiatives for improvement.
Incentives for students for reading, math , writing and science initiatives

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
Huffman, Martha	Teacher, K-12
Lampkin, Eric	Dean
Barnes, Cathy	Principal
Harter, Andrea	Teacher, K-12
Tuccillo, Jeffery	Assistant Principal
Wade, Karen	Teacher, K-12

b. Duties

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

-Teachers will join a campaign to model a 25-book campaign goal and incorporate literacy strategies across the curriculum, in addition to the CTE classes, with the goal of 50 percent or more students reaching the 25-book goal.
-The team will focus on a quarterly book club that will meet after school to read and discuss a popular book that will be chosen by the students.
-Students are responsible to read a book each 9 weeks in the ELA classrooms which is part of the classroom curriculum. The purpose is to get students to dig deeper, learn new reading strategies, and begin to appreciate reading.
-Students are involved in literary circles, do group activities and discuss the book in these small group settings. -Literacy week is highly promoted through daily activities and competitions.

D. Public and Collaborative Teaching

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

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

PLCs are conducted by grade-level content areas and schoolwide, allowing opportunities for teachers and administration to develop effective strategies for continuous academic improvement. A schedule has been developed of all PLCs and Common Planning by content areas to ensure that teachers are collaborating. An approved district progress monitoring form is used by teachers to demonstrate effectiveness of planning.
Teachers meet weekly for common planning in PLCs, and monthly for forty-minute Professional Development training sessions. Meetings are data driven where teachers discuss strategies and best practices for meeting the needs of their students.

MINT support activities include:
-mentor observation cycles in which new teachers receive formative feedback and targeted coaching
-new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
-PDF monthly Mint learning sessions that focus on identified areas of need
-collaborative learning groups or PLCs provide additional layers of support and learning opportunities

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

Description of Strategy
• Provide teachers with common planning within their disciplines
• Provided professional development opportunities to implement district initiatives.
• Meet and greet new teachers to acclimate them to our campus

• Professional development featuring workshop model
• FCIM, Depth of Knowledge, and lesson study
• Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made.
• Bi-weekly PLC meetings by discipline for sharing of best practices and collaboration
• Weekly focused observations with specific feedback on instructional practices and next steps

Also depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based team consists of an administrator, PDF, mentor, and coach. The district MINT specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include subject/grade level, certification, common planning, level of expertise/area of need, additional training in Foundations of Mentoring is valued, and disposition/interpersonal skills. We work hard to pair up our mentee with a mentor that will compliment as well as challenge them.

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

Weekly meetings are held by the principal with teachers who have less than three years of teaching experience. An agenda is established covering the following items: Curriculum, Lesson Planning, Resources, Classroom Management Issues, Professional Development Needed, and opportunities to vent. All novice teachers are paired with available CET certified faculty that have specialties in many areas. This will ensure that all novice teachers become acclimated to Asa Phillip Randolph. Most novice teachers are new to teaching based on their certification requirements. Weekly meetings, monthly meetings, observations, completion of the MINT, and on-going workshops are provided opportunities to improve teaching best practices. Mentors and mentees are encouraged to meet together and request TDE time if necessary. New teachers are encouraged to visit other classrooms to observe what they see, discuss their findings with their mentor, and implememt new strategies into their own classroom.

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.

Teachers use the following district-led initiatives and best practices to ensure that its core instructional programs and materials are aligned to the Common Core Standards:
1. Achieve 3000
2. IReady
3. Common Planning/PLCs where we compare pacing guides developed at the county level with the content area required by the standard to achieve mastery. Teachers implement rotations, where appropriate during the student work period, where students have an opportunity to expand their skills in independent work, computer-framed instruction (iReady, Edgenuity, and Achieve) to work on a skill, or are part of a teacher-led group where the focus is remediation or acceleration.
4. Writing Across Curriculum
5. Differentiated Instruction - Data has been used to form the DI groups and teachers create teacher-led lessons as needed.
6. Teacher-made assessment
7. EOC

8. iLit
9. DAR
10. Math Excel

All of these programs provide support to address the needs of students to obtaining mastery in reaching and succeeding all Florida standards. We use data from some of the best practices to determine the needs of students for these different programs.

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 following strategies have been put in place to meet the diverse needs of students by providing differentiated instruction based on data driven discussions :
-Align lesson plans, instructional delivery, and student tasks to the full demand of the standards.
-Use student data to appropriately align instruction, scaffold and support in teacher-led small group.
- Ensure effective use of the Gradual Release Model in all classrooms.
- Ensure the pacing of each portion of the lesson is aligned to the instructional framework.
- Lesson Planning is evident and consistent among all teachers; aligned with the standards
- Utilize the DCPS Unwrapping Standards/Student Work Protocol Document During Common Planning
- Incorporate Four Column Method Problem Strategy to support Discourse and Written Mathematical Justification
- Utilize strategic planning that leads to an increase of students receiving industry certification.
- Create an Industry Certification Exam Testing Timeline
- Promote the effective use of explicit and systematic instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 7,000

ACT/SAT Prep - Teachers will be recruited to provide one hour a day after the school day ends (T & Th) to tutor students in reading, writing, math, and test taking strategies to prepare students to take the ACT or SAT.

Strategy Rationale

To increase the number of students who are meeting college readiness standard in reading, writing, math, and ACT/SAT

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Buchanan, Mary, buchananm3@duvalschools.org

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

The effectiveness of this afte- school program will be determined by the number of students who attend, teacher familiarity with materials, and how many of students are able to transform the opportunity into a benchmark concordant score on the ACT/SAT to qualify the students as college-ready.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

With the addition of a Graduation team (Buchanan, Mackoul, Guidance) portfolios are being developed for all students in grades 9-12, which will entail course requirements for graduation. The Graduation Team works specifically with juniors and seniors, and monitors cohort data for the current graduation class. Parent Orientation and Open House also provide opportunities for grade levels to meet with teachers and administration individually and collectively to discuss expectations for a successful school year. Teachers provide parents with a syllabus for their content areas and a code of conduct assembly is conducted by grade level to assist with student's gaining an understanding of expectations for student behavior.

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.

Guidance counselors meet with each individual student to ensure their program of study is on track and of their level of interest has not been negatively impacted. Students are encouraged to complete a program of study so that they will acquire industry certifications. Elective classes are career focused. Parents are encouraged to participate in their student's academic planning.

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

Students participate in internships and real-world experiences through the career and technical courses. Teachers make cross-curricular connections between the CORE subject areas and the CTE courses. Advisory boards offer students opportunities for additional internships, trainings and job shadows to expose the students to future career expectations.

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

1. APR provides opportunities for participation in rigorous courses through dual enrollment and advanced placement.
2. APR career academies provide opportunities to increase job skills and awareness by hands on experiences and job shadowing.
3. APR provides access to preparation courses for SAT and ACT thereby improving scores and opportunities to participate in postsecondary programs.

The school has employed a graduation coach to assist with needs of graduating students. The graduation coach's duties include:

Student Tracking:
• Maintain Access database with all senior students
• Track and find DNE students
• Provide data reports (weekly, bi-weekly, monthly?)
• Maintain college ready and graduation portfolios on all senior students
• Individual Student/ Class meetings
• Track College Ready criteria
• Track Financial Aid registrations (FAFSA)

Testing:
• Disseminate SAT/ACT testing registration and test dates
• Notify students of PERT administration dates
• Monitor PERT Test Administration

Collaborate:
• With guidance counselors about students' credits.
• With teachers on students' performance.
• With parents on student graduation requirements and Financial Aid registrations.

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.

Strategies for improving student readiness for post-secondary level based are, after school tutorials for ACT/SAT prep, and reading and math readiness strategies. Incentives for students who are post secondary math and reading readiness are provided. The Graduation Team meets regularly with students and provides process checks on their post secondary readiness status.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

After looking at the data and going through an Instructional Review, we have determined that our two major goals should be active student engagement and climate culture.

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.

Based on student surveys and posted results from statewide assessments, many of our students are not effectively or efficiently engaged in the learning process. One of our goals is to improve student engagement in all classes, which will increase student achievement. To do this, we need teachers who can effectively plan and carry out those plans and relationships with students that promote self-advocacy. Transitioning teachers to facilitators will help perpetuate a shift in our learning environment and culture. Our goal is to create a culture of life-long learning and students who understand the importance of knowledge and take an active role in procuring it.

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. Increase the school grade and student achievement by supporting and strengthening the learning environment score as measured on the TNTP by one percentage point. Increase the Observation and Feedback Score as measured by the TNTP by at least one-half percentage point. Increase the Peer Culture score as measured by the TNTP by one-half percentage point.

G2. To increase the number of students scoring proficient or above on the FSA by 5 percent, which includes tied gains in the lowest quartile to 35 percent and ELA gains to 45 percent. Mathematics has a higher goal level from 10 percent to 20 percent, but the average target is 5 percent consistent gains.

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. Increase the school grade and student achievement by supporting and strengthening the learning environment score as measured on the TNTP by one percentage point. Increase the Observation and Feedback Score as measured by the TNTP by at least one-half percentage point. Increase the Peer Culture score as measured by the TNTP by one-half percentage point. 1a

🔍 G086572

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	20.0

Targeted Barriers to Achieving the Goal 3

- New principal and support staff with new culture expectations.

- Observation expectations may not be uniform.

- Lack of parent involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hold preplanning training sessions to discuss what our school climate should look like; the expectations for students and teachers.

- Provide principal "question day" where teachers can meet with the principal informally during planning period to discuss general observation questions and IPDI questions.

- Offer an IPDI workshop during early release for teachers.

- Infuse different mixes of teachers into new and standing groups with goal setting through role playing during faculty meetings and early-release times.

- Ask teachers to create their own idea of "perfect collaboration" and to share out successes.

- Build stronger relationships among all stakeholders by involvement in Community Service Hero Program, Earn the Gold, Make an A Today, Jag Swag Day, etc.

Plan to Monitor Progress Toward G1. 8

Faculty meeting tasks will increase in requirements regarding the book. Exit slips will be evaluated to determine the effectivenss of collective mindset, in addition to general observations and TNTP survey in the Spring.

Person Responsible
Mary Buchanan

Schedule
Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion
Exit slips. TNTP survey

G2. To increase the number of students scoring proficient or above on the FSA by 5 percent, which includes tied gains in the lowest quartile to 35 percent and ELA gains to 45 percent. Mathematics has a higher goal level from 10 percent to 20 percent, but the average target is 5 percent consistent gains. `1a`

🔑 G086573

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	45.0
FSA Mathematics Achievement	20.0

Targeted Barriers to Achieving the Goal `3`

- Low familiarity with the test specs. Two of the three ELA teachers last year were novice teachers. The reading coach has split responsibilities and this year may have to teach other classes due to a family emergency with another ELA teacher.

- Lack of training for teachers on specific growth areas in ELA, including writing and multiselection questions.

- Data sets are not completely understood and used regularly in PLC training.

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

- Use the EQUIP and ATLAS protocol to learn to use data as a tool to drive instruction, and plan for strategic teacher-led rotation groups. Coach will lead teachers in sessions on data analysis, and also model for teacher on successful rotations.

- Teachers will participate in cross-curricular planning sessions monthly within academies to increase student support and increase relevance.

- Create labs where student comfort levels and comfort with technology is increased and assessments are regularly given under testing situations to alleviate "big test" freeze up.

- Teachers work together to create and augment integrated tasks that culminate with writing and use technology in assessment to increase student familiarity with formats.

- Student-ownership sessions where the students analyze and "write" the assessments will help them better understand the process. Boot camps for skill reinforcement will give students a different setting to attempt mastery.

Plan to Monitor Progress Toward G2. `8`

Design team meeting report-outs

Person Responsible
Mary Buchanan

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

Evidence of Completion
Notes/Minutes from the design team will reflect the PLC progress on establishing rituals and routeins for implementing and using this tool to strengthen classroom connection to the strategies.

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. Increase the school grade and student achievement by supporting and strengthening the learning environment score as measured on the TNTP by one percentage point. Increase the Observation and Feedback Score as measured by the TNTP by at least one-half percentage point. Increase the Peer Culture score as measured by the TNTP by one-half percentage point. 1

🔑 G086572

G1.B1 New principal and support staff with new culture expectations. 2

🔑 B230045

G1.B1.S1 Increase the communication in the faculty and launch a book study to create a common mindset. 4

🔑 S242708

Strategy Rationale

Teachers and administrators who collaborate together to solve problems have a higher success rate in increasing school culture and increasing learning in the classroom.

Action Step 1 5

Schedule book study talks during dedicated faculty meeting time.

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Agendas and feedback from the staff.

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

Agenda Collection and verification

Person Responsible

Jeffery Tuccillo

Schedule

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

Evidence of Completion

Agendas and notes from design team meetings will reflect progress and attention to the plan.

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

Classroom visits and principal PLC conversations

Person Responsible

Cathy Barnes

Schedule

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

Evidence of Completion

Notes, feedback from faculty in email form, SDMC feedback

G1.B2 Observation expectations may not be uniform. 2

🔑 B230046

G1.B2.S1 If training sessions are planned in advance and publicized, teachers will be more familiar with the expectations. 4

🔑 S242709

Strategy Rationale

Teachers, like students, need to have clear expectations about how their performance in several categories is evaluated and IPDI

Action Step 1 5

Schedule pre-planning meetings to discuss CAST observation expectations

Person Responsible

mary mackoul

Schedule

On 8/12/2016

Evidence of Completion

Sign-in sheets, powerpoint of the presentation.

Action Step 2 5

Schedule Professional Development sessions where mock evaluation meetings occur to show the staff the expectaions, along with the rubric.

Person Responsible

Cathy Barnes

Schedule

On 12/28/2016

Evidence of Completion

Exit slips will be used to help gauge the effectiveness of the sessions in increasing teacher understanding of the expectations.

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

Emails will be sent in a calendar to remind teachers of the training

Person Responsible

Cathy Barnes

Schedule

Daily, from 9/28/2016 to 1/25/2017

Evidence of Completion

Barnes will schedule the meetings for professional development and pick teachers to roll play for the re-enactment in the mock trials and training sessions for IPDI completion.

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

TNTP will show if teachers feel they have been effectively communicated with teachers on expectations.

Person Responsible

Cathy Barnes

Schedule

Weekly, from 8/24/2016 to 4/26/2017

Evidence of Completion

Design team notes and exit slips, training agendas

G1.B3 Lack of parent involvement 2

🔑 B230047

G1.B3.S1 If parents have more opportunities to interact with the school and their student in a positive environment, parental involvement will increase. 4

🔑 S242710

Strategy Rationale

Students will involved parents have a higher graduation rate.

Action Step 1 5

Increase the orientation days and time for increase parent involvement

Person Responsible

Jeffery Tuccillo

Schedule

Weekly, from 8/8/2016 to 8/12/2016

Evidence of Completion

Emails, ParentLink Script, mailouts

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

Take a head count on the number of people that attended. Collect the informational scripts used on ParentLink and emails.

Person Responsible

Jeffery Tuccillo

Schedule

Weekly, from 8/8/2016 to 8/12/2016

Evidence of Completion

ParentLink, emails,

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

Mackoul will track the number of inquiries for recruitment and transfer, and compare that data with student count numbers (Tuccillo) to see if increase orientation times helped start a sustainable conversation about APR.

Person Responsible

mary mackoul

Schedule

Weekly, from 8/7/2016 to 8/12/2016

Evidence of Completion

Number of IDs printed, number of new enrollees, number of locker requests at orientation.

G2. To increase the number of students scoring proficient or above on the FSA by 5 percent, which includes tied gains in the lowest quartile to 35 percent and ELA gains to 45 percent. Mathematics has a higher goal level from 10 percent to 20 percent, but the average target is 5 percent consistent gains. [1]

🔑 G086573

G2.B1 Low familiarity with the test specs. Two of the three ELA teachers last year were novice teachers. The reading coach has split responsibilities and this year may have to teach other classes due to a family emergency with another ELA teacher. [2]

🔑 B230048

G2.B1.S1 Dedicate part of the PLC time to integrating the EQUIP protocol to make sure that the standards are employed in such a way that question stems reflect the rigor of the benchmark, which is also aligned with the FSA. [4]

🔑 S242711

Strategy Rationale

Teachers who can plan with data and understand alignment of new question stems with standards can better understand task alignment and purpose with rigor.

Action Step 1 [5]

Create a standardized, published agenda where the data will be examined and tasks will be presented and examined and evaluated in a collaborate group format to expand familiarty with tasks.

Person Responsible

Martha Huffman

Schedule

Monthly, from 8/24/2016 to 5/31/2017

Evidence of Completion

The agendas provide a standing commitment to time to make this part of rituals and routines for teachers in PLCs.

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

Email the principal and assistant principal/reading interventionist the calendar times and publish notes to them following the meeting

Person Responsible

Mary Buchanan

Schedule

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

Evidence of Completion

Emails, notes, occassional exit slip from teachers on the effectiveness of the training or insight on how their practices have changed.

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

Classroom visits and PLC sit-ins

Person Responsible

Cathy Barnes

Schedule

Every 6 Weeks, from 8/31/2016 to 5/31/2017

Evidence of Completion

Principal or designee or appointed coach will monitor the meetings for consistant use of data and collaborative sessions to problem-solve areas that may not be standard-supported by the task.

G2.B2 Lack of training for teachers on specific growth areas in ELA, including writing and multiselection questions. 2

🔍 B230049

G2.B2.S1 Create a training session and collaborative scoring opportunities so teachers can learn form one another and compare writing samples and plans for direct instruction on weakness areas. 4

🔍 S242712

Strategy Rationale

Teachers who are comfortable and understand the scoring rubric are better equipped to teach the relevant supporting standard.

Action Step 1 5

Schedule a TDE for training and practice with the rubric and for problem solving to create data-based instruction that supports an increase in writing proficiency

Person Responsible

Cathy Barnes

Schedule

On 3/29/2017

Evidence of Completion

Emails and agenda for training. Data Sets

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

Buchanan will provide support/ Harter will train on the rubric and provide sample sets to augment Huffman's resources

Person Responsible

Andrea Harter

Schedule

On 9/7/2016

Evidence of Completion

The data sets from the baseline writing will drive the instruction and the same-group scoring will give teachers a way to quickly and accurately compare their expectations with the holistic expectations of the rubric.

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

Data from Writing - School Wide writing to be launched to augment

> ### Person Responsible
>
> Mary Buchanan
>
> ### Schedule
>
> Weekly, from 10/5/2016 to 3/29/2017
>
> ### *Evidence of Completion*
>
> Writing scores from other disciplines will be collected and compared with the writing scores and instruction being provided in ELA to provide a chartable correlation for growth and/or adjustment.

G2.B3 Data sets are not completely understood and used regularly in PLC training. `2`

🔧 B230050

G2.B3.S1 c) Use the EQUIP and ATLAS protocol to learn to use data as a tool to drive instruction, and plan for strategic teacher-led rotation groups. Coach will lead teachers in sessions on data analysis, and also model for teacher on successful rotations. `4`

🔧 S242713

> ### Strategy Rationale
>
> Cross data sets keep the teachers from data drowing and provide benchmark-specific goals and targets.

Action Step 1 `5`

Provide the Equip Protocol to teachers

> ### Person Responsible
>
> Jeffery Tuccillo
>
> ### Schedule
>
> On 8/11/2016
>
> ### *Evidence of Completion*
>
> Email and training during pre-planning on the protocol's design

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

Coaches and department leaders should be trained in how to use the EQUIP protocol to evaluate student task demands and standard's alignment

Person Responsible

Cathy Barnes

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Notes from PLC meetings

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

Instructional walk-thrus and observations

Person Responsible

Cathy Barnes

Schedule

Monthly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Administrators will observe teachers, and the PLC meetings, and examine work to determine the task demands, as supported by the coaches, are being used.

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.B3.S1.A1 🔍 A314105	Provide the Equip Protocol to teachers	Tuccillo, Jeffery	8/10/2016	Email and training during pre-planning on the protocol's design	8/11/2016 one-time
G1.B2.S1.A1 🔍 A314100	Schedule pre-planning meetings to discuss CAST observation expectations	mackoul, mary	8/8/2016	Sign-in sheets, powerpoint of the presentation.	8/12/2016 one-time
G1.B3.S1.MA1 🔍 M324671	Mackoul will track the number of inquiries for recruitment and transfer, and compare that data with...	mackoul, mary	8/7/2016	Number of IDs printed, number of new enrollees, number of locker requests at orientation.	8/12/2016 weekly
G1.B3.S1.MA1 🔍 M324672	Take a head count on the number of people that attended. Collect the informational scripts used on...	Tuccillo, Jeffery	8/8/2016	ParentLink, emails,	8/12/2016 weekly
G1.B3.S1.A1 🔍 A314102	Increase the orientation days and time for increase parent involvement	Tuccillo, Jeffery	8/8/2016	Emails, ParentLink Script, mailouts	8/12/2016 weekly
G2.B2.S1.MA1 🔍 M324677	Buchanan will provide support/ Harter will train on the rubric and provide sample sets to augment...	Harter, Andrea	8/31/2016	The data sets from the baseline writing will drive the instruction and the same-group scoring will give teachers a way to quickly and accurately compare their expectations with the holistic expectations of the rubric.	9/7/2016 one-time
G1.B2.S1.A2 🔍 A314101	Schedule Professional Development sessions where mock evaluation meetings occur to show the staff...	Barnes, Cathy	9/14/2016	Exit slips will be used to help gauge the effectiveness of the sessions in increasing teacher understanding of the expectations.	12/28/2016 one-time
G1.B2.S1.MA1 🔍 M324670	Emails will be sent in a calendar to remind teachers of the training	Barnes, Cathy	9/28/2016	Barnes will schedule the meetings for professional development and pick teachers to roll play for the re-enactment in the mock trials and training sessions for IPDI completion.	1/25/2017 daily
G2.B2.S1.MA1 🔍 M324676	Data from Writing - School Wide writing to be launched to augment	Buchanan, Mary	10/5/2016	Writing scores from other disciplines will be collected and compared with the writing scores and instruction being provided in ELA to provide a chartable correlation for growth and/or adjustment.	3/29/2017 weekly
G2.B2.S1.A1 🔍 A314104	Schedule a TDE for training and practice with the rubric and for problem solving to create...	Barnes, Cathy	8/31/2016	Emails and agenda for training. Data Sets	3/29/2017 one-time
G1.B2.S1.MA1 🔍 M324669	TNTP will show if teachers feel they have been effectively communicated with teachers on...	Barnes, Cathy	8/24/2016	Design team notes and exit slips, training agendas	4/26/2017 weekly
G1.MA1 🔍 M324673	Faculty meeting tasks will increase in requirements regarding the book. Exit slips will be...	Buchanan, Mary	8/31/2016	Exit slips. TNTP survey	5/31/2017 quarterly
G1.B1.S1.MA1 🔍 M324667	Classroom visits and principal PLC conversations	Barnes, Cathy	8/31/2016	Notes, feedback from faculty in email form, SDMC feedback	5/31/2017 monthly
G1.B1.S1.MA1 🔍 M324668	Agenda Collection and verification	Tuccillo, Jeffery	8/31/2016	Agendas and notes from design team meetings will reflect progress and attention to the plan.	5/31/2017 monthly
G1.B1.S1.A1 🔍 A314099	Schedule book study talks during dedicated faculty meeting time.	Barnes, Cathy	8/31/2016	Agendas and feedback from the staff.	5/31/2017 monthly
G2.B1.S1.MA1 🔍 M324674	Classroom visits and PLC sit-ins	Barnes, Cathy	8/31/2016	Principal or designee or appointed coach will monitor the meetings for consistant use of data and collaborative sessions to problem-solve	5/31/2017 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				areas that may not be standard-supported by the task.	
G2.B1.S1.MA1 🔍 M324675	Email the principal and assistant principal/reading interventionist the calendar times and publish...	Buchanan, Mary	8/31/2016	Emails, notes, occassional exit slip from teachers on the effectiveness of the training or insight on how their practices have changed.	5/31/2017 weekly
G2.B1.S1.A1 🔍 A314103	Create a standardized, published agenda where the data will be examined and tasks will be presented...	Huffman, Martha	8/24/2016	The agendas provide a standing commitment to time to make this part of rituals and routines for teachers in PLCs.	5/31/2017 monthly
G2.B3.S1.MA1 🔍 M324678	Instructional walk-thrus and observations	Barnes, Cathy	8/24/2016	Administrators will observe teachers, and the PLC meetings, and examine work to determine the task demands, as supported by the coaches, are being used.	5/31/2017 monthly
G2.MA1 🔍 M324680	Design team meeting report-outs	Buchanan, Mary	8/22/2016	Notes/Minutes from the design team will reflect the PLC progress on estabilishing rituals and routeins for implementing and using this tool to strengthen classroom connection to the strategies.	6/2/2017 weekly
G2.B3.S1.MA1 🔍 M324679	Coaches and department leaders should be trained in how to use the EQUIP protocol to evaluate...	Barnes, Cathy	8/24/2016	Notes from PLC meetings	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Increase the school grade and student achievement by supporting and strengthening the learning environment score as measured on the TNTP by one percentage point. Increase the Observation and Feedback Score as measured by the TNTP by at least one-half percentage point. Increase the Peer Culture score as measured by the TNTP by one-half percentage point.

G1.B1 New principal and support staff with new culture expectations.

G1.B1.S1 Increase the communication in the faculty and launch a book study to create a common mindset.

PD Opportunity 1

Schedule book study talks during dedicated faculty meeting time.

Facilitator

Barnes/Buchanan

Participants

Staff

Schedule

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

G1.B2 Observation expectations may not be uniform.

G1.B2.S1 If training sessions are planned in advance and publicized, teachers will be more familiar with the expectations.

PD Opportunity 1

Schedule pre-planning meetings to discuss CAST observation expectations

Facilitator

Mackoul

Participants

faculty

Schedule

On 8/12/2016

PD Opportunity 2

Schedule Professional Development sessions where mock evaluation meetings occur to show the staff the expectaions, along with the rubric.

Facilitator

Mackoul/Buchanan

Participants

faculty

Schedule

On 12/28/2016

G2. To increase the number of students scoring proficient or above on the FSA by 5 percent, which includes tied gains in the lowest quartile to 35 percent and ELA gains to 45 percent. Mathematics has a higher goal level from 10 percent to 20 percent, but the average target is 5 percent consistent gains.

G2.B2 Lack of training for teachers on specific growth areas in ELA, including writing and multiselection questions.

G2.B2.S1 Create a training session and collaborative scoring opportunities so teachers can learn form one another and compare writing samples and plans for direct instruction on weakness areas.

PD Opportunity 1

Schedule a TDE for training and practice with the rubric and for problem solving to create data-based instruction that supports an increase in writing proficiency

Facilitator

Buchanan/Huffman/Harter

Participants

Harter/Dehoniesto/Schick

Schedule

On 3/29/2017

G2.B3 Data sets are not completely understood and used regularly in PLC training.

G2.B3.S1 c) Use the EQUIP and ATLAS protocol to learn to use data as a tool to drive instruction, and plan for strategic teacher-led rotation groups. Coach will lead teachers in sessions on data analysis, and also model for teacher on successful rotations.

PD Opportunity 1

Provide the Equip Protocol to teachers

Facilitator

Barnes

Participants

Faculty

Schedule

On 8/11/2016

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	Schedule book study talks during dedicated faculty meeting time.	$0.00
2	G1.B2.S1.A1	Schedule pre-planning meetings to discuss CAST observation expectations	$0.00
3	G1.B2.S1.A2	Schedule Professional Development sessions where mock evaluation meetings occur to show the staff the expectaions, along with the rubric.	$0.00
4	G1.B3.S1.A1	Increase the orientation days and time for increase parent involvement	$0.00
5	G2.B1.S1.A1	Create a standardized, published agenda where the data will be examined and tasks will be presented and examined and evaluated in a collaborate group format to expand familiarty with tasks.	$0.00
6	G2.B2.S1.A1	Schedule a TDE for training and practice with the rubric and for problem solving to create data-based instruction that supports an increase in writing proficiency	$0.00
7	G2.B3.S1.A1	Provide the Equip Protocol to teachers	$0.00
		Total:	$0.00