

Englewood High School



2016-17 Schoolwide Improvement Plan

Englewood High School

4412 BARNES RD, Jacksonville, FL 32207

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

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 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 Englewood High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Englewood High School is to nurture and celebrate a culturally diverse environment highly regarded for its educational excellence, preparing all students for a successful transition into a collegiate journey or career path.

b. Provide the school's vision statement.

Our mission at Englewood High School is to maintain a culturally diverse community of students, parents, and staff, dedicated to creating a highly successful educational environment in which each student is empowered and inspired to reach his or her full academic, social, and emotional potential in every class, every day.

2. School Environment

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

Throughout the course of the school year, school administers various surveys to receive data about students and teachers. The surveys are administered via links the districts provides for students. Once the data is collected and disseminated, key findings are shared with all stakeholders to assist in the development of a plan to meet the needs of students as well as find ways to facilitate the development of relationships between students and teachers.

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

The school has a Foundations team which also serves as the PBIS team that reviews all common areas throughout the day and formulates supervision plans to make certain the campus is safe. Included in the PBIS Plan is information for students to allow for anonymous reporting of incidents to the dean, counselors and administrators.

To further provide respect, our teachers are trained on CHAMPS, providing teachers with key words, strategies to promote a system in the classrooms; systems that are consistently and fairly followed allows a student to feel safe as a result.

This school year, we have created a Restorative Justice class that works to review student cases and work as peer mediators; the goal is help our students practice and implement the justice process, as well as provide students with an opportunity to share, within their peers, the occurrences, and find a solution.

During school hours, security, administration, and teachers are out on the hall ways before school and during bell exchange. We ensure students are walking to class, notice any irregular behaviors, encourage proper dress code, monitor ID wearing, etc. All efforts contribute to the safety of students and school, as well show students that they are safe monitored throughout.

After school, money was allocated for our Dean of Boys to oversee all students that are awaiting parent pick-up after school. At 2:15, the campus is cleared and any students still remaining to be picked up are sent to the cafeteria for holding. When the parent arrives on campus, the parent must

enter office and ask for student; the Dean is then communicated the student's name and releases student to the front. This helps secure the campus to protect safety of our students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Duval County Student Code of Conduct provides the framework for the school wide behavioral system. There is a 6-step process that creates a system of interventions prior to a behavior referral being written by a teacher. This allows the teachers the opportunity to take ownership of their classroom environment and build relationships with students. All teachers and students are trained on the student code of conduct each year so that the expectations are clear.

Englewood High School also has a system of Parent Shadowing as a noted intervention. In an effort to increase parent involvement and engagement, one of the interventions put in place by the deans is to assign "Parent Shadow" as a means of changing a student's behavior. Teachers are given twenty-four hours notice prior to a parent/guardian shadow. Surrounding the shadowing is a pre and post conference with the parent, student and dean. The student creates a set of personal goals and all involved sign their support of these goals.

This school year, Englewood High School was selected to adopt the HERO program. HERO works as a Positive Behavior Reinforcement program that rewards students for good behavior; the goal is to focus on the positive, which is the common occurrence, rather than the negative behavior, only involving a small population of students. Rewards are given out for the following:

- 1) Parent Engagement- Any time a parent signs a document, attends a school event, etc. a point is awarded.
- 2) Student Engagement- Teachers and Administration are able to reward students for student engagement. Specific criteria can fall under a teacher's choice.
- 3) On Time to Class- Students are awarded for arriving to class on time.
- 4) Proper ID- This encourages students to continuously wear their ID's, contributing further to the safety of our school.
- 5) Random Acts of Kindness- Many of our students open doors, help new students find their way, help translate when we have a non-native speaker, etc. We want to acknowledge and reward their behaviors
- 6) Common Area Behaviors: Students are expected to walk hallways, pick up trash in cafeteria, etc. These behaviors are awarded with HERO.
- 7) Academic Growth- Teachers and administration are able to reward students for their academic growth. The criteria can vary based on individual teachers and can include, but not be limited to: growth from one assessment to the other, increase in Lexile Level, sharing out in class, improving in a classroom task, etc.

Every week, students are rewarded for their behaviors to continue encouraging a positive school environment. Rewards include:

- 1) Express Lunch Pass- Students are allowed to skip the front of lunch line for having the top 10 points in each grade level.
- 2) Gold Pass- Students are allowed to leave their last period one minute early.
- 3) Courtyard Access- 9th and 10th graders with the most points can enjoy the courtyard during lunch with Juniors and Seniors.
- 4) Quarterly Pep Rally VIP- Every time the school hosts a Pep Rally, top 25 students per grade level will receive entrance to pep-rally 30 minutes prior.

5) Movie Night- Every quarter, students will be identified to watch a movie in the auditorium based on HERO points.

(additional rewards will be considered and provided.)

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 Social-emotional needs of the students are met by providing various wrap around services. Students are able to be referred to Full Service Schools to meet various needs, as well as services provided by the five school counselors, one of whom is an ESOL specialist.

Teachers were trained on the use of Full Service School referrals during pre-planning.

The four grade level school counselors and ESOL Specialist engage in "Counselors' Corner" on Fridays during lunches. During that time students can make appointments and work through minor issues without losing any of their academic class time.

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.

At the close of each nine week grading period, the following individuals will come together to determine students in high need based on the following indicators:

Principal, Assistant Principals, Deans, School Counselors, Graduation Coach, Academic Coaches

1. Students with attendance below 90 percent
2. Students with more than 1 In School Suspension and Students with any OSS
3. Students with a failing grade in any Mathematics or ELA course
4. Students scoring more than one grade level below their current grade on their diagnostic/baseline assessments

The identification of these students will prompt an action plan for each student. The action plan will include meeting with the student and parent and devising a Student Success Plan which will address each of these areas.

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	58	57	57	57	229	
One or more suspensions	0	0	0	0	0	0	0	0	0	27	19	13	7	66	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	163	298	151	50	662	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	177	121	65	106	469	

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

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

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

Through collaboration between teachers, school counselors, administration, and support staff, a variety of monitoring systems have been put into place to indicate whether students are on track for graduation for the 2015-2016 school year:

Teachers mark attendance daily and school counselors are notified when students are chronically absent; students that have poor attendance records are then referred to the Attendance Intervention Team and a meeting takes place with the student and parent or legal guardian.

Students also have opportunities for mentoring and oversight with help from a variety of community agencies including FSCJ Trio Program, Communities in Schools, Daniel Memorial, Upward Bound, Johnson & Johnson Vision Care Inc., and Take Stock in Children. Students are also referred to a variety of seasonal programs including initiatives by Mayor Alvin Brown's Office including: Mayor Summer Jobs Program, School Leaders, etc.

Students with chronic discipline issues are referred to a wrap-around in-school-suspension program and sometimes the offense requires restorative justice with one or more parties. This provides students an outlet to explain their behaviors and a management plan is put in place for students to get back on track. If additional mental health services are needed a referral for Englewood Full Service Schools is made and parents are contacted to follow up with the program.

Students that score below grade level on state-wide assessments might be placed into an Enrichment Reading or Enrichment Math course to help the student in their areas of weakness. In addition, students with scores close enough to passing may be selected for one-on-one "pull outs/push ins" to help improve their reading or math scores. After school and Saturday tutoring is also available for content EoC's, DVIA, FSA, and SAT/ACT prep courses.

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

In an effort to increase parental involvement, family nights, parent nights, college information for families, financial aide nights have been implemented. Additionally, open houses, evening dates/times for parents to pick up report cards and visit with teachers, and parent shadowing of student have been implemented. Our ESOL department works closely with district to include programs for families that do not speak English to ensure they feel included as stakeholders in our school.

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

Englewood High School continues to build on the support of the partnerships established with the local community. Examples include:

Partnership with Englewood Full Service Schools

Full Service Schools offer wrap-around services to all Englewood students. Administrators, Counselors, Teachers and Staff can refer students for a multitude of reasons and the students' families receive support as well. Students are also able to retrieve school supplies and food items, if necessary. Several grants have been made possible through the Full Service School's partnership as well. The all girls' after school club, Soyini Circles, was created through a grant and focuses on self-esteem and STEM-related fields for students. A mini-grant made a campus beautification program possible.

Partnership with Johnson and Johnson, Vision Care Inc. (Vistakon)

The Early College Program at Englewood is directly connected to FSCJ and Vistakon (Johnson & Johnson) and dedicated solely to earning an AS degree through the Academy of Advanced Manufacturing. Vistakon supports these students through mentoring, summer internships and priority interviews. Johnson & Johnson also created a student lab within Englewood to serve as the main hub of instructional and technological support for Academy students. Students and teachers are already using the lab, particularly for presentations, in which students have the opportunity to take ownership of their learning and lead the group.

Southside Baptist Church

A new Faith-based partnership has been formed with Southside Baptist Church, which also houses the Karen ministry. Many Karen families have students at Englewood High School. Southside Baptist Church has served as a partner in the beautification of the campus, offered help with the language barrier challenges, and will hopefully work with Englewood to build a mentoring program for at-risk students.

School Advisory Council (SAC)

The Englewood School Advisory Council meets the last Thursday of every month and it is a goal of the principal and current SAC chair to grow the Council to double in size throughout the course of the 2016-2017 school year. The SAC's mission is to advise the principal in decision making that directly impacts our students via Englewood's budget, instructional goals, school culture, parent involvement and multi-cultural standing.

PTSA- Parent Teacher Student Association

This year, our goal is to rebuild Englewood's PTA, which has been non-existent for four years. Breakfast with the principal was held on September 6th, and 30 members joined the PTSA, paying membership dues and selecting a board. The goal is to continue building the school's PTSA throughout the course of the 2016-2017 school year and forward. Open House was another opportunity to build the PTA, with additional families joining. Faculty and staff will be encouraged to join as well, as we work together to create events, show appreciation to our teachers, and provide scholarships to students.

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
Bravo, Sara	Principal
Boyd, Chanthony	Dean
George, Marie	Assistant Principal
Dunnington, Dama	Other
Crooms, Patrice	Other
Williams, June	Dean
Chirino, Marleny	Assistant Principal
Knighton, Monica	Instructional Coach
Mullen, Bibigul	Assistant Principal

b. Duties

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

Principal: Reviews all school-wide data through weekly Friday Instructional meetings and Monday Administrative Leadership Meetings, provides training and guidance to leadership and staff on the use of this data and works directly with the guidance counselors, test chair, APs, Instructional Coaches and PLC Lead Teachers to ensure school-wide implementation; uses data to drive appropriate interventions and observes Rtl interventions to determine efficacy.

Assistant Principal of Curriculum: Determines student placement in courses to ensure appropriate class-based levels of intervention (i.e. Tier 1, 2, 3) is in place and makes appropriate adjustments to students' schedules as determined by student data.

Assistant Principals and Principal (Serving as administrative liaisons to the content areas): Facilitate and supports MTSS implementation within PLCs. Monitors and assesses interventions through classroom visitations and serves as a communication liaison for parents and students in the MTSS process.

Test Chairperson: Ensures that school-wide assessments are planned, implemented and organized with fidelity. Ensures that all faculty and staff are trained in the handling, implementation and understanding of all assessments. Provides Administration with testing schedule to promote optimal success for students.

Math Coach: Works closely with all math teachers to utilize data to impact instructional change. Monitors and assesses interventions through classroom visitations. Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as iReady and Carnegie Math, Co-Leads and facilitates PLC meetings and answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures that these interventions are data-driven and facilitates the learning and understanding of math-based interventions school-wide.

Literacy Coach: Works closely with all ELA and Reading teachers to utilize data to impact instructional change. Monitors and assesses interventions through classroom visitations. Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as Achieve 3000 and iLit. Co-Leads and facilitates PLC meetings and

answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures these interventions are data-driven and facilitates the learning and understanding and literacy-based interventions school wide. Assists in the completion of DAR testing at key points throughout the school year.

Guidance Counselors: Each counselor is assigned to a specific grade level and the needs of those students are their first priority. Work daily with these students to ensure their schedule aligns with their goals and graduation needs. Conduct credit checks and grade reviews each nine weeks to ensure students are receiving the support necessary. Certain counselors also oversee programs such as Dual Enrollment and Early College.

Deans of Students: Work daily with students displaying the need for behavioral interventions. Record tardies, absences and track overall attendance trends that could contribute to a students' need for behavioral interventions. Oversee the implementation of the PBIS plan school wide. Works closely with parents to communicate the ongoing need for parent support and engagement with school-based behavioral interventions.

Graduation Coach: Primary focus is to ensure the twelfth grade cohort meets all requirements to graduate. Tracks the ACT and SAT scores and meets regularly with students to make certain all credits are being met. Graduation Coach works together with Senior Counselor and ACT prep teachers, as well as college admissions, in preparing students for graduation.

School Technology Coordinator: Works alongside test chair to ensure all technology-based testing is moving forward. Works with teachers to troubleshoot issues with various technology platforms and encourage consistent use of blended learning programs.

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 leadership team was divided into subgroups to address the development and implementation of different parts of the SIP and RtI plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, and facilitated the development of a systemic approach to teaching.

The School Leadership Team along with the School Advisory Council will monitor the use of funds and services to maximize the use of all resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sara Bravo	Principal
Beth Allen	Parent
Don Redman	Business/Community
Jennifer Hammock	Parent
Christopher Luke	Parent
Michelle Bourgholtzer	Parent
Marchelle Smith	Business/Community
Vasco Eagle	Parent
Kristi Grinsted	Parent
Marissa Alexander	Parent
Jeanilla Lass	Parent
Pedro Reyes	Parent
Frankie Gross	Parent
Valerie Reynolds	Parent
Gary Weise	Business/Community
Ralph Hodges	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The previous year's SIP was reviewed several times throughout the year and in depth at the Mid-year Stakeholder's meeting in which progress monitoring data was reviewed and input solicited on next steps. Also, upon receiving data over the summer, that data was reviewed along with the SIP at the September SAC meeting.

b. Development of this school improvement plan

Over the course of a school year, parts of the School Improvement Plan are reviewed with SAC beginning in September. The final draft will be reviewed with SAC prior to being submitted to the FDOE in November 2016. The SAC have historically been very interested in documenting the programs and initiatives that assist and support the largest number of students and focus their funding decisions on this as well.

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

The annual budget process is reviewed with the SAC and input solicited from the SAC members each Spring and Fall.

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

The school improvement funds will be used for the benefit of the entire school as determined by the SAC.

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
Dunnington, Dama	Instructional Coach
Bravo, Sara	Principal
George, Marie	Assistant Principal
Chirino, Marleny	Assistant Principal
Knighton, Monica	Instructional Coach
Mullen, Bibigul	Assistant Principal

b. Duties

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

The school-based LLT functions by meeting on a bi-monthly basis to review ongoing reading and writing data. This data includes FSA, Achieve 3000, DAR, Edgenuity, baseline assessments, writing prompts, ESOL WIDA scores, and various other in class assessments. These pieces of data are discussed at weekly Friday Instructional Focus Meetings with the Principal, Assistant Principals, and Instructional Coaches.

LLT members guide individual teaching staff in making instructional modifications as a result of data analysis. Additionally, the LLT guides major initiatives and implementations regarding school-based literacy topics including, but not limited to, strategies for vocabulary, reading techniques, content based bell-ringers, etc.

The assigned district specialists for each respective area visit our school, meets with the Assistant Principal serving as the department liaison, walks classrooms and provides objective feedback. This feedback is discussed at the weekly instructional meetings as well.

Reading Strategies used throughout ELA/Reading/Dev Lang/SS/Science classes- ACES strategy, Magnet strategy, Think-Write-Pair-Share, CUBE strategy, Turn and Talk, It Says, I Say and So (inferences), Frayer models, Literary Circles.

Writing Strategies used throughout ELA/Reading/Dev Lang/SS/Science classes –Cornell Notes, SRE, Graphic Organizers, Response to Literature.

Areas of focus for the 2016-2017 school year include:

Strengthening rigor at the Tier 1 Level of Instruction. Continued implementation of Language Arts Florida Standards with emphasis on Text Dependent Tasks. Teacher use of technology programs to enhance literacy in the content areas (Achieve 3000, Edgenuity) and promotion of Tier II remediation. Additional tutoring for identified students will be available on a weekly basis in the areas of preparation for FSA, SAT/ACT, and Algebra 1 Retake students for word problems.

D. Public and Collaborative Teaching

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

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

The Master schedule is created to allow for Common Planning by department and by content areas. This allows for Common Planning sessions to be facilitated by instructional coaches and administrators. Department chairs/leads serve a vital role in common planning by presenting and modeling for teachers, as well as assisting teachers with any needs they have with a focus on modeling, instructional excellence, and a sharing of strategies and best practices.

A peer visitation initiative will be used further in the 2016-2017 school year. Teachers are scheduled on a rotating basis to visit colleagues using the school pop-in visit form used by the leadership team on a weekly basis. The visits are debriefed during PLC meetings shortly after the visits. Each peer visitation strategically focuses on teacher development of a focus area as well as district focus areas and look-fors encompassing the four pillars: rigor, ownership, understanding, and engagement.

Teachers are also following a Professional Development Schedule, as initiated by the District, that involves the Four Pillars of Excellent Instruction (engagement, rigor, ownership, and understanding) via monthly Virtual Early Release and Virtual Common Planning Sessions. All teachers receive the same training through the use of Blackboard Collaborate Videos and handouts. Administrators meet monthly with district personnel to review and will be selected for a round of instructional reviews to further understand what is going on in classrooms and provide feedback as well as support.

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

Teachers at Englewood High School are asked to communicate knowledge of any potential candidates for future hire to members of the school-based leadership team. The Leadership Team reviews the district

teacher transfer list at the close of each school year to determine any potential openings and to gain a pulse on the quality of candidates that could be applicants for the following school year.

Englewood actively participates in all district recruitment events as they are made available.

Teachers currently on staff are given consistent feedback and support from the school Leadership Team regarding instructional focus, PLC-driven collaboration, best practices and ongoing professional development.

The school-based leadership team, comprised of the principal, three assistant principals, two deans, two instructional coaches, and a reading interventionist are all responsible for supporting teachers and maintaining a high level of teacher retention at Englewood. District content specialists also provide a great deal of support,

providing professional development at the school site, visiting classrooms and providing feedback both directly to teachers and to the school based leadership team.

All teachers at Englewood High School are encouraged to endorse in at least one of three areas: ESOL, Reading, and ESE. Our school services a large population of students with one or more of these needs and endorsement in this area helps students succeed further, while also providing teachers with additional credentials to build on being highly effective.

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

Englewood High School uses the MINT program and all teachers new to the school or the profession are assigned a mentor. Mentees are paired with mentors based on subjects, common interests, and personalities.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The District Curriculum Guides are developed to provide a guide for teachers aligned to the Florida Standards. The Curriculum Guide implementation is monitored by school administration and discussed and updated during common planning sessions to allow for alignment with Florida Standards and the needs of the students.

Each administrator is assigned as the liaison to one of the core contents. PLC meetings are held each week to make certain all members of the PLC are on track with the school-wide expectations of gradual release, implementation of the Four Pillars of Excellent Instruction and to offer the opportunity to debrief after Peer Visitations. PLC meetings are also an opportunity to analyze ongoing data to determine tier 2 and tier 3 interventions.

In addition to whole group weekly PLC meetings, content-level breakout sessions take place each week for planning sessions with either the reading or math coach and/or the administrator over the content area. Common planning and assessment development ensures all students are receiving equitable instruction and pacing across the school.

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 teachers use district created and teacher created assessments along with blended learning programs (Achieve 3000, Rosetta Stone, Cella, i-ready, Carnegie Learning, Edgenuity, i-Lit, Math-XL, Pearson Realize, Algebra Nation, and Interact Math) to determine the needs of groups of students and individual students. The blended learning platforms assess student's current level and provide differentiated instruction at that level to support student in raising their level by the conclusion of the school year. Teachers have access to the programs and can track how students use their time, answer the questions, etc. in order to assess any additional support they may need.

Teachers follow the curriculum guide, which provide a framework and timeline to cover state standards before end of year assessments; teachers assess students daily via verbal questions, exit slips, class projects, assignments, etc., and use that data to engage in a teacher-led group(s) each period. At the mid-way point of the school year, both the reading and math coach begin to push into

classroom to provide additional support to the groups of students whose data indicates they are in the highest need of additional support. For the 1617 school year, differentiation will also focus on students that are performing at level or above and finding resources to differentiate instruction for those students.

Instruction is further differentiated through the use of strategies. Teachers provide students with a multitude of strategies to access reading, math problems, etc. and students use the one that best helps them work through the task.

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: 3,904

Students are offered and recommended after school tutoring with the teachers of core subjects. Additionally, teachers collaborate and plan using data to drive instruction. A comprehensive school-wide Professional Development Plan is implemented to cover ongoing instructional expectations such as Gradual Release and Implementation of the Four Pillars of Excellent Instruction. Additional Professional Development is created for areas identified through data analysis, observations and evaluations to improve instruction in every area.

After school tutoring include Math, English, Science, and Social Studies. Students can also use this opportunity for computer access in order to complete blended learning activities.

Enrichment activities include mentor programs where students are paired with one adult. This adult monitors attendance, behavior, grades and assists (or refers student to someone who can assist) with personal issues as related to child welfare, teen pregnancy, and health issues.

Englewood High School provides over twenty clubs and sport teams that students can choose to be involved. These clubs are designed to build skills such as leadership, business development, web designs, etc. which will assist students in their future college life and careers. Sponsors offer a study hall session prior to beginning practice, in which students can complete home learning, get tutoring, etc. After school, students have an opportunity to stay in the media center and have extra time to work on school related assignments or use computers for research four days each week.

Strategy Rationale

Students that need the highest levels of support must be given opportunities to practice strategies and skills beyond the allotted classroom instructional time. By providing individualized and small group interventions after the school day, students are given the chance to stay on pace with their courses and to benefit from reteaching.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bravo, Sara, bravos@duvalschools.org

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

Students targeted for after school tutoring are typically students who fall just shy of passing the required exams for graduation. We have tracked the pass rates of EOCs, ACT/SAT, PERT, and FSA of students that attended after school and/or Saturday school. We have seen a greater amount of student initiated involvement in enrichment activities and a larger parental base in activities at the school. Last year, we had over 400 parents attend a parent night, the largest amount of parents we have seen to date.

Strategy: After School Program

Minutes added to school year: 1,200

Youth Leadership Development Program (Johnson & Johnson Vision Care)

Strategy Rationale

provide enrichment for students and connect academic instruction to business environment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Graduation rate of participants and GPA.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school maintains the same school counselor with the cohort of students to allow for appropriate relationship building. All new ninth grade students and parents were encouraged to attend orientation where a presentation was made, school tours were provided, ID pictures were taken, students were able to receive their textbooks, a planner, their schedule, and lockers, and students were made aware of some of the club/team offerings at Englewood High School.

Grade level parent nights in addition to an Early College Night are offered throughout the first nine weeks of the school year.

Grade level student meetings are conducted during the first week of school to make certain there is a high level of understanding of expectations and a sense of cohesion and pride among each cohort of students.

Open House has been adjusted to replicate each student's school day, allowing all attending parents to experience the schedule of their student, furthering the understanding and support the student receives at home.

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.

Englewood High School has five full-time school counselors and a graduation coach who use individual student data to generate schedules, ensuring students meet State of Florida requirements for graduation. Additionally, the junior and senior counselors make students aware of college fairs, college requirements, possible career paths and student's goals for life after high school. This information is used to develop a college/career track for the student so that the student is working with a goal in mind.

There are fully-developed Dual-Enrollment opportunities for students in the 11th and 12th grades. There is also an expanding Early College Program with two tracks. One track is traditional and offers students the opportunity to earn an AA degree alongside their high school diploma. The other track was created based on the partnership between Johnson and Johnson Vision Care (Vistakon) and offers students an AS degree alongside their high school diploma. This AS Early College track also includes paid summer internships, mentoring and a priority interviewing process through Vistakon in an effort to pull more students into STEM-related professional opportunities.

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

Four established Career and Technical Education programs continue at Englewood High School and include Television Production, Journalism, Custom Promotional Design and Building Construction.

An HVAC program was created this school year to provide an additional career path and has begun with one ninth grade cohort of 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.

Englewood High School offers courses that lead to various industry certifications in Premier Pro, PhotoShop, Microsoft Office, Building Construction, and Custom Promo. Students are able to choose from career academies in which they are cohort scheduled to include academics and Career Technical Courses.

The career academy options are Media (Journalism and T.V production), Building Construction, or Business. Each academy provides opportunities for class projects that assist the school, such as the creation of the yearbook, school newspaper, and even a construction capstone project of the construction of a storage building.

Students are also given the option to apply for dual enrollment classes which allows them to complete the five core general education classes to be applied for their Associates degree.

JROTC programs where students are required to complete two years in the program and are given the opportunity to meet with military recruiters and take the ASVAB placement test (all students have the option to take this test on campus).

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.

School counselors/graduation coach meet with students frequently to share information on postsecondary readiness, test preparation, test dates, and Bright Futures eligibility (any other scholarships).

- Information on post-secondary readiness is provided to families via parent nights, parent link and mail-outs.
- College recruiters visit school regularly.
- Field trips to colleges are scheduled throughout the year.
- SAT/ACT waivers are provided to eligible students.
- PERT is offered several times a year.
- Senior assemblies to detail graduation requirements.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If Englewood High School promotes a school and classroom culture of positive behavior, then discipline referrals will decrease by 40% due to an increase in student accountability, character, and ownership of learning.
- G2.** If teachers participate in common planning to effectively develop and implement lessons which utilize the gradual release model, provide evidence of data-driven differentiation, integrate rigor, and encourage student engagement and ownership, then 70% of students will demonstrate appropriate increase on content specific state and district 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 Englewood High School promotes a school and classroom culture of positive behavior, then discipline referrals will decrease by 40% due to an increase in student accountability, character, and ownership of learning. 1a

 G086580

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	
2+ Behavior Referrals	
1+ Suspensions Grade 09	
1+ Suspensions Grade 10	
1+ Suspensions Grade 11	
1+ Suspensions Grade 12	
Teacher attendance rate	95.0
Teachers with advanced degrees	
Certified in Field	80.0
ESOL Endorsed	25.0
Highly Qualified Teachers	80.0
Reading Endorsed	10.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of knowledge and implementation of resources available to faculty for positive behavior initiatives.
- There is a lack of effective teacher and student rapport.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS training
- Professional Development
- PLC's
- HERO Positive Behavior Program
- Positive behavior support
- Dean
- Full Service Schools
- School Counselors
- Adopt-A-Ram
- Mentors
- Involvement in Extra-Curricular Activities
- Peer Visits
- Restorative Justice
- ISSP

- Inputting student comments on Focus
- Paraprofessionals
- MINT
- Newsletter
-
-

Plan to Monitor Progress Toward G1. 8

SESIR data provided by the FLDOE, anecdotal data by the teachers and administrative personnel involved in the restorative justice programs, HERO usage data, Restorative Justice data, and Full Service Schools data.

Person Responsible

Chanthony Boyd

Schedule

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

Evidence of Completion

Number/type of referrals written, number of students in the Restorative Justice program, number of students reported to Full Service Schools, teacher usage on HERO, students rewarded on HERO, and comments reported on Focus.

Plan to Monitor Progress Toward G1. 8

Collect exit slips from professional development meetings with teachers to determine the effect on classroom instruction and overall classroom management.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

3-2-1 Exit Slips after PD's, Early Release Meetings, and PLC's.

G2. If teachers participate in common planning to effectively develop and implement lessons which utilize the gradual release model, provide evidence of data-driven differentiation, integrate rigor, and encourage student engagement and ownership, then 70% of students will demonstrate appropriate increase on content specific state and district assessments. **1a**

 G086581

Targets Supported **1b**

Indicator	Annual Target
	70.0

Targeted Barriers to Achieving the Goal **3**

- Faculty needs support in understanding how to disaggregate data and use it to differentiate instruction.
- Lesson plans are not consistently developed and implemented with evidence of Gradual Release Model.

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

- Instructional Coaches
- Lesson Plan Framework/Template
- Professional Development
- Peer Visitations with "Look-Fors" form
- Performance Matters
- District, State, and teacher-made assessments
- Coaching Cycle
- Lesson Study
- Achieve 3000, i-Lit, DAR, Rosetta Stone
- I-ready, Math-XL, Pearson Realize, InteractMath, Carnegie Learning
- Paraprofessionals
- Administration
- Curriculum Guides

Plan to Monitor Progress Toward G2. 8

1. Common Planning agendas
2. Lesson Plans (Including student groupings based on data)
3. Daily walk-throughs
4. Interim Data (Achieve 3000, I-ready, Edgenuity, baselines, iLit, DAR, etc.)
5. Teacher Generated Assessments
6. Timely review of data and a reflection of lesson plans
7. Student work samples
8. Pop-in forms
9. EQUIP Protocol

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

1. Common planning agendas 2. Common Assessments 3. Walk-throughs to see evidence of teacher-led groups and other forms of Tier II and Tier III remediation. 5. Lesson plans include engagement strategies, rigorous content, differentiated instruction, and alignment to curriculum guide. 6. Student work samples and alignment to the EQUIP Protocol 7. Pop-in forms 8. Assessment Data

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 Englewood High School promotes a school and classroom culture of positive behavior, then discipline referrals will decrease by 40% due to an increase in student accountability, character, and ownership of learning. **1**

 **G086580**

G1.B1 There is a lack of knowledge and implementation of resources available to faculty for positive behavior initiatives. **2**

 **B230080**

G1.B1.S1 Dissemination of positive behavior initiatives through weekly newsletter and HERO calendar, as well as part of PLC agenda. **4**

 **S242742**

Strategy Rationale

If teachers have access to weekly information regarding positive behavior initiatives, strategies, and discipline data, then positive look-fors will be initiated further.

Action Step 1 **5**

The newsletter and HERO calendar will include positive behavior initiatives from HERO to increase teacher usage and support positive behavior among students.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

Weekly Principal Newsletter (Around the Horn) will name top HERO users among faculty. Students will be rewarded with HERO incentives via morning announcements, tri-weekly, and quarterly awards.

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

Review HERO report for teacher usage and positive student behavior points.

Person Responsible

Marleny Chirino

Schedule

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

Evidence of Completion

Deans and administrators will review discipline referrals and HERO report on a weekly basis to determine effectiveness of PD.

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

Leadership team will utilize the pop-in forms to document effective use of PBIS strategies and HERO implementation in classrooms. School climate survey and Gallup survey will provide data to showcase improvement due to Positive Behavior Initiatives.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

The number of students rewarded on a weekly basis for Student HERO initiatives and the decrease in student referrals.

G1.B1.S2 Teachers will be encouraged to nominate a “Ram of the Week” student. The student will be recognized during the school leadership team meeting and morning announcements. . 4

 S242743

Strategy Rationale

If teachers implement PBIS best practices, then the classroom culture will improve and student teacher rapport will positively increase, allowing teachers opportunity to note positive student interactions.

Action Step 1 5

All faculty and staff are encouraged to nominate a student that demonstrates positive behavior; even if the student is not named “Ram of the Week,” teachers can identify them as such in their own classrooms.

Person Responsible

Sara Bravo

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Ram of the Week nominations from teachers with supporting evidence/explanation for choosing Ram of the Week.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will submit their “Ram of the Week” nomination at the conclusion of PLC. Administration will review nominations during instructional meeting. .

Person Responsible

Sara Bravo

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

All submissions will be reviewed by respective Administrator over PLC. Nominations will be reviewed and narrowed during Leadership Meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student will be announced over morning announcements and recognized in administration meeting. Decrease in referrals and increase in teacher/student rapport will be seen through discipline and survey data.

Person Responsible

Sara Bravo

Schedule

On 6/2/2017

Evidence of Completion

Announcement of "Ram of the Week" during morning announcements, as well as a decrease in overall school referrals.

G1.B2 There is a lack of effective teacher and student rapport. 2

 B230081

G1.B2.S1 On a weekly basis teachers are encourage to select a "Ram of the Week" student. The student will be recognize during the school leadership team meeting. 4

 S242744

Strategy Rationale

Promoting positive behavior and building a relationship with the students.

Action Step 1 5

Teachers are encourage to nominate a student that demonstrates positive behavior.

Person Responsible

Patrice Crooms

Schedule

On 6/6/2016

Evidence of Completion

Students names submitted for "Ram of the Week" nomination.

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

Person Responsible

Patrice Crooms

Schedule

On 6/6/2016

Evidence of Completion

G2. If teachers participate in common planning to effectively develop and implement lessons which utilize the gradual release model, provide evidence of data-driven differentiation, integrate rigor, and encourage student engagement and ownership, then 70% of students will demonstrate appropriate increase on content specific state and district assessments. 1

 G086581

G2.B1 Faculty needs support in understanding how to disaggregate data and use it to differentiate instruction. 2

 B230082

G2.B1.S1 Content area/grade level teams will analyze data using Performance Matters, to group students and plan appropriate differentiated instruction lessons. 4

 S242746

Strategy Rationale

Using data to differentiate instruction and create mini-lessons geared toward standard remediation will allow teachers to more effectively meet the needs of every student in every classroom.

Action Step 1 5

Teachers will analyze data during PLC and group students to develop appropriate differentiated instruction lessons for teacher-led groups.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

Teachers will have completed student groupings and note them on grouping form or on their lesson plans. Lesson Plans will have a section with differentiated instruction to include small teacher-led group, tier II differentiation activity, and any other tasks for additional groups.

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

Teachers will group students based on data, which is written into the lesson plans or a grouping document. Student work will be reviewed.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

1) Coaches and administrator will facilitate the analysis of student data. 2) Teachers will review their data and group students accordingly. 3) Teachers work by grade level/content area to develop differentiated lessons for teacher-led groups. 4) Students are reassessed at conclusion of DI teacher-led group. 5) Administrators and coaches will monitor teacher-led group during instruction.

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

Leadership team will utilize pop-in forms, review student work via the EQUIP protocol, and determine effectiveness of teacher-led instruction based on student results.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

Lesson plans and walk-throughs with the pop-in form will be evaluated for effective data based decisions and effective results of teacher-led small groups.

G2.B1.S2 Professional Development will be provided on instructional strategies to support our ELL and ESE student population. 4

S242747

Strategy Rationale

Two-thirds of our student population consists of ELL and ESE students; not all teachers are trained on how to work and use research based strategies with the groups of population.

Action Step 1 5

Coaches and model teachers will facilitate a PD on differentiated instruction across content areas to support our ELL and ESE students.

Person Responsible

Sara Bravo

Schedule

On 10/12/2016

Evidence of Completion

Professional Development agenda, sign-in sheets, PPoint presentation and/or any other materials used in presentation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators and coaches will utilize the pop-in forms to monitor the implementation of differentiated instruction strategies for our ELL and ESE students.

Person Responsible

Sara Bravo

Schedule

Weekly, from 10/13/2016 to 6/2/2017

Evidence of Completion

Pop-in forms, student work samples, teacher lesson plans, etc.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Pop-in forms will be reviewed, student work samples will be collected, and lesson plans will be reviewed for implementation of strategies.

Person Responsible

Sara Bravo

Schedule

Weekly, from 10/13/2016 to 6/2/2017

Evidence of Completion

Pop-in forms, student work samples, EQUIP protocol for alignment, Lesson Plan (strategy implementation and grouping)

G2.B2 Lesson plans are not consistently developed and implemented with evidence of Gradual Release Model. 2

 B230083

G2.B2.S1 Instructional Coaches will provide modeling of Gradual Release Model and review lesson plans for integration of the GRM. 4

 S242748

Strategy Rationale

Gradual Release model provides teachers a framework to follow that models, allows opportunity for students to provide input, and releases students to check for understanding of modeling. Following this model with fidelity will allow teachers to release students to engage with text, each other, and complete task to check for knowledge.

Action Step 1 5

- 1) Coach will model the Gradual Release Model during PLC and work with teachers to implement it within lesson plans.
- 2) Coach and administrators will visit classrooms to see implementation of GRM.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

PLC agenda, PPoint presentation, sign-in sheets, Instructional Framework, pop-in forms, etc.

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

Administrators and coaches will visit classrooms and complete pop-in forms with observations of GRM and overall instruction.

Person Responsible

Sara Bravo

Schedule

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

Evidence of Completion

Pop-in forms with tracking of the Gradual Release Model, student work, lesson plans.

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

Student work samples will be provided for evidence that students understood instruction and were ready to be released.

Person Responsible

Sara Bravo












Schedule

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










Evidence of Completion

Walk-through feedback using the pop-in form will be monitored for implementation of the gradual release as well as review of student work using the EQUIP protocol for evidence of understanding as a result of GRR.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1  M324740	[no content entered]	Crooms, Patrice	9/7/2015		6/6/2016 one-time
G1.B2.S1.A1  A314137	Teachers are encourage to nominate a student that demonstrates positive behavior.	Crooms, Patrice	9/7/2015	Students names submitted for "Ram of the Week" nomination.	6/6/2016 one-time
G2.B1.S2.A1  A314139	Coaches and model teachers will facilitate a PD on differentiated instruction across content areas...	Bravo, Sara	9/12/2016	Professional Development agenda, sign-in sheets, PPoint presentation and/ or any other materials used in presentation.	10/12/2016 one-time
G1.MA1  M324741	SESIR data provided by the FLDOE, anecdotal data by the teachers and administrative personnel...	Boyd, Chanthony	8/15/2016	Number/type of referrals written, number of students in the Restorative Justice program, number of students reported to Full Service Schools, teacher usage on HERO, students rewarded on HERO, and comments reported on Focus.	6/2/2017 monthly
G1.MA2  M324742	Collect exit slips from professional development meetings with teachers to determine the effect on...	Bravo, Sara	9/12/2016	3-2-1 Exit Slips after PD's, Early Release Meetings, and PLC's.	6/2/2017 biweekly
G2.MA1  M324749	1. Common Planning agendas 2. Lesson Plans (Including student groupings based on data) 3. Daily...	Bravo, Sara	8/15/2016	1. Common planning agendas 2. Common Assessments 3. Walk-throughs to see evidence of teacher-led groups and other forms of Tier II and Tier III remediation. 5. Lesson plans include engagement strategies, rigorous content, differentiated instruction, and alignment to curriculum guide. 6. Student work samples and alignment to the EQUIP Protocol 7. Pop-in forms 8. Assessment Data	6/2/2017 weekly
G1.B1.S1.MA1  M324736	Leadership team will utilize the pop-in forms to document effective use of PBIS strategies and...	Bravo, Sara	8/15/2016	The number of students rewarded on a weekly basis for Student HERO initiatives and the decrease in student referrals.	6/2/2017 weekly
G1.B1.S1.MA1  M324737	Review HERO report for teacher usage and positive student behavior points.	Chirino, Marleny	8/15/2016	Deans and administrators will review discipline referrals and HERO report on a weekly basis to determine effectiveness of PD.	6/2/2017 weekly
G1.B1.S1.A1  A314135	The newsletter and HERO calendar will include positive behavior initiatives from HERO to increase...	Bravo, Sara	8/15/2016	Weekly Principal Newsletter (Around the Horn) will name top HERO users among faculty. Students will be rewarded with HERO incentives via morning announcements, tri-weekly, and quarterly awards.	6/2/2017 weekly
G2.B1.S1.MA1  M324743	Leadership team will utilize pop-in forms, review student work via the EQUIP protocol, and...	Bravo, Sara	8/15/2016	Lesson plans and walk-throughs with the pop-in form will be evaluated for effective data based decisions and effective results of teacher-led small groups.	6/2/2017 weekly
G2.B1.S1.MA1  M324744	Teachers will group students based on data, which is written into the lesson plans or a grouping...	Bravo, Sara	8/15/2016	1) Coaches and administrator will facilitate the analysis of student data. 2) Teachers will review their data and group students accordingly. 3) Teachers work by grade level/content area to develop differentiated lessons for teacher-led groups. 4) Students are reassessed at conclusion of DI teacher-led group. 5) Administrators and	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				coaches will monitor teacher-led group during instruction.	
G2.B1.S1.A1  A314138	Teachers will analyze data during PLC and group students to develop appropriate differentiated...	Bravo, Sara	8/15/2016	Teachers will have completed student groupings and note them on grouping form or on their lesson plans. Lesson Plans will have a section with differentiated instruction to include small teacher-led group, tier II differentiation activity, and any other tasks for additional groups.	6/2/2017 monthly
G2.B2.S1.MA1  M324747	Student work samples will be provided for evidence that students understood instruction and were...	Bravo, Sara	8/15/2016	Walk-through feedback using the pop-in form will be monitored for implementation of the gradual release as well as review of student work using the EQUIP protocol for evidence of understanding as a result of GRR.	6/2/2017 weekly
G2.B2.S1.MA1  M324748	Administrators and coaches will visit classrooms and complete pop-in forms with observations of GRM...	Bravo, Sara	8/15/2016	Pop-in forms with tracking of the Gradual Release Model, student work, lesson plans.	6/2/2017 weekly
G2.B2.S1.A1  A314140	1) Coach will model the Gradual Release Model during PLC and work with teachers to implement it...	Bravo, Sara	8/15/2016	PLC agenda, PPoint presentation, sign-in sheets, Instructional Framework, pop-in forms, etc.	6/2/2017 weekly
G1.B1.S2.MA1  M324738	Student will be announced over morning announcements and recognized in administration meeting....	Bravo, Sara	9/12/2016	Announcement of "Ram of the Week" during morning announcements, as well as a decrease in overall school referrals.	6/2/2017 one-time
G1.B1.S2.MA1  M324739	Teachers will submit their "Ram of the Week" nomination at the conclusion of PLC. Administration...	Bravo, Sara	9/12/2016	All submissions will be reviewed by respective Administrator over PLC. Nominations will be reviewed and narrowed during Leadership Meetings.	6/2/2017 weekly
G1.B1.S2.A1  A314136	All faculty and staff are encouraged to nominate a student that demonstrates positive behavior;...	Bravo, Sara	9/12/2016	Ram of the Week nominations from teachers with supporting evidence/ explanation for choosing Ram of the Week.	6/2/2017 weekly
G2.B1.S2.MA1  M324745	Pop-in forms will be reviewed, student work samples will be collected, and lesson plans will be...	Bravo, Sara	10/13/2016	Pop-in forms, student work samples, EQUIP protocol for alignment, Lesson Plan (strategy implementation and grouping)	6/2/2017 weekly
G2.B1.S2.MA1  M324746	Administrators and coaches will utilize the pop-in forms to monitor the implementation of...	Bravo, Sara	10/13/2016	Pop-in forms, student work samples, teacher lesson plans, etc.	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. If teachers participate in common planning to effectively develop and implement lessons which utilize the gradual release model, provide evidence of data-driven differentiation, integrate rigor, and encourage student engagement and ownership, then 70% of students will demonstrate appropriate increase on content specific state and district assessments.

G2.B1 Faculty needs support in understanding how to disaggregate data and use it to differentiate instruction.

G2.B1.S1 Content area/grade level teams will analyze data using Performance Matters, to group students and plan appropriate differentiated instruction lessons.

PD Opportunity 1

Teachers will analyze data during PLC and group students to develop appropriate differentiated instruction lessons for teacher-led groups.

Facilitator

All Administration

Participants

Content area teachers

Schedule

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

G2.B1.S2 Professional Development will be provided on instructional strategies to support our ELL and ESE student population.

PD Opportunity 1

Coaches and model teachers will facilitate a PD on differentiated instruction across content areas to support our ELL and ESE students.

Facilitator

Model Teachers/Coaches

Participants

All teachers

Schedule

On 10/12/2016

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	The newsletter and HERO calendar will include positive behavior initiatives from HERO to increase teacher usage and support positive behavior among students.	\$0.00
2	G1.B1.S2.A1	All faculty and staff are encouraged to nominate a student that demonstrates positive behavior; even if the student is not named "Ram of the Week," teachers can identify them as such in their own classrooms.	\$0.00
3	G1.B2.S1.A1	Teachers are encourage to nominate a student that demonstrates positive behavior.	\$0.00
4	G2.B1.S1.A1	Teachers will analyze data during PLC and group students to develop appropriate differentiated instruction lessons for teacher-led groups.	\$0.00
5	G2.B1.S2.A1	Coaches and model teachers will facilitate a PD on differentiated instruction across content areas to support our ELL and ESE students.	\$0.00
6	G2.B2.S1.A1	1) Coach will model the Gradual Release Model during PLC and work with teachers to implement it within lesson plans. 2) Coach and administrators will visit classrooms to see implementation of GRM.	\$0.00
Total:			\$0.00