

Duval County Public Schools

Paxon School/Advanced Studies



2016-17 Schoolwide Improvement Plan

Paxon School/Advanced Studies

3239 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

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

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	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Paxon School/Advanced Studies

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.

At Paxon School for Advanced Studies, we believe passionately that every student must feel he or she belongs while being held to the highest standards to experience the greatest future success in life.

b. Provide the school's vision statement.

To be recognized internationally as the exemplary, comprehensive educational experience for the multifaceted student.

2. School Environment

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

Our school provides several opportunities to build relationships with students. we have adult volunteers who work with student activities to create a club fair where students are able to explore and share their interests and cultures. All students have access to this activity. Additionally, students are able to seek adult sponsors for activities or interests groups they want to establish in the school. Likewise, adults establish organizations to appeal to various student interests.

The school holds an event called "Multi" which displays culture dances, activities, and foods from various cultures represented in the school. This event is sponsored by the International Student Association and again is open to all students and adults. Additionally, our school recognizes and supports the recognition of various cultures through nationally established days and months honoring a multitude of cultures and ethnicities.

Our school counseling office also sponsors events and counsels students and learns their interest in order to assist them in pursuit of academic and extracurricular opportunities. They also share this information with teacher groups in order to more effectively assist students in their progress at the school.

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

The school has created very clear expectations for students regarding acceptable behavior for all students. The school consistently enforces the use of student IDs, use of hall passes, and the need for students to be in adult supervision during class transitions, arrival and dismissal, and after school.

The school has an establish PBIS team who works collaboratively with teachers, students, and parents to address safe school concerns.

Our school has an afternoon enrichment program for students who complete an activity prior to a parents arrival or for those who cannot be picked up after school. This area provides a safe environment where students are supervised and can complete homework with access to a computer if necessary.

The school has also established an open door policy between students, parents, teachers, and administration where students are encouraged to report behavior that interferes with their well being.

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 school utilizes positive behavioral support systems as part of our school wide behavioral systems. The school has established guidelines for success that outline to students behavioral expectations. The CHAMPS system is utilized by teacher to assist with classroom management. To handle disciplinary problems and reduce referrals the school has established a minimum of three teacher interventions prior to writing referrals. The school also utilizes a restorative justice model designed to be more proactive and assist with changing student behaviors.

Paxon utilizes the gradual release instructional model to keep students engaged in the lesson to minimize disruptions.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school counseling office utilizes a comprehensive counseling plan to meet student social emotional needs. Our school counseling office works closely with full service schools, the district school counseling office, and numerous outside agencies to provide services to students in need. Restorative Justice also provides peer counseling services and other services to assist with social and emotional issues students may be having.

The school partners with agencies such as Take Stock in Children, Daniel, and others to provide mentoring services to students in need.

The school has also provided students with stress relief activities including meditation and Tai Chi. Additionally, the school is partnering with Daniel to provide group counseling and coping services for students in need.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school employs the use of the Academic Review Committee to identify and intervene with students who are not making sufficient academic progress. This committee is comprised of teachers, counselors, and an administrator who meet with students who are at risk of failing or who have failed to determine interventions and action steps.

To monitor attendance the school utilizes an Attendance Intervention Team that includes district personnel and parents to monitor and intervene with students who have attendance issues.

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	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	72	148	40	31	291	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	4	13	2	2	21	

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	0	

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

The school employs the use of the Academic Review Committee to identify and intervene with students who are not making sufficient academic progress. This committee is comprised of teachers, counselors, and an administrator who meet with students who are at risk of failing or who have failed to determine interventions and action steps.

The school refers students for various interventions including the student tutoring lab and tutoring services offered by faculty.

The school also implements Response to Intervention, conducts progress monitoring and follows 504 and IEP guidelines to address student needs.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

The school works to build positive family relationships through partnering with our school PTSA and SAC. The school works with these organizations to establish school goals including parent involvement. Several programs developed in collaboration with these groups include "Leaving the Nest", "Academics R US", "Paxon Clean Cut Days", "Principal Coffee and Chat" and several others. The school also has several initiatives to increase involvement and communication including the monthly newsletters, the school website, guidance website and blog, teacher websites, FOCUS grading and communication system, OneView, and weekly phone updates. Additionally, our school counseling office sponsors several parent nights to inform parents about grade level expectations and financial aid.

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 has developed business partnerships with several businesses to provide sponsorship for school events such honor roll celebrations, teacher recognition, and sponsorship for various clubs and activities. Additionally, the school has partnered with parent groups to support school efforts for AP testing and other initiatives.

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
Turner, Royce	Principal
Allen, LaShanda	Assistant Principal
Bowen, Andrew	Teacher, K-12
Carver, Mercedes	Teacher, K-12
Clayton, Dionne	School Counselor
Culpepper, Krystal	School Counselor
Martin, John	Teacher, K-12
McLeland, Bradley	Assistant Principal
Rambach, Denise	Teacher, K-12
Royston, Laura	Teacher, K-12
Viscariello, Vincent	Teacher, K-12
Weaver, MaryBeth	Assistant Principal
Williams, Danny	Teacher, K-12
Elliot, Claudia	Teacher, Adult

b. Duties

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

Each member is responsible for helping to ensure that the MTSS and matters related to school improvement are clearly carried out. They are charged with communicating the expectations for the school's MTSS as well and identify areas for improvement.

The leadership team is also responsible for assisting in the establishment of the academic focus of the school. Team members identify and provide possible solutions for growth areas as well as identify practices that have worked well for the school. Such areas include professional development and input for the school's academic calendar.

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.

Our school MTSS is monitored bi-weekly by our school leadership team which represents all areas of the school. The team monitors school progress in the various areas and is tasked with implementing support mechanisms for other personnel to make these systems more effective. This group also shares in the development and monitoring of the SIP structures in the school by helping to identify areas where core instruction, resource allocation and teacher support systems are effective.

SIP structures are also monitored through our school shared decision making body who ensures faculty input in the areas of School Improvement, resource allocation, and teacher supports. This body identifies areas in need of support as voiced by the school's faculty and identifying possible solutions to resolving the perceived issues.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gracie Kennedy	Parent
Royce Turner	Principal
Karl Mann	Parent
Kenneth Devoe	Teacher
Lordes BattledeneNorman	Teacher
Naline Thompson	Parent
Renata Henderson	Parent
Shella Shelton	Parent
Dawn Clapsaddle	Education Support Employee
Willie Walker	Business/Community
Kim Goff	Parent
David Dunkly	Parent
Cyrus Tookes	Parent
Monique Tookes	Parent
Susan Brodeur	Parent
Dawn Pellitier	Parent
Logan Butler	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC continually monitors the school improvement plan throughout the year. SAC is provided with updates on school via the normally schedule meeting and during the mid-year stakeholders meetings. Members are able to express concerns about progress pertaining to the plan. The SAC chairman submitted a summary on behalf of the SAC regarding the school progress.

The SAC is also responsible for the distribution of school improvement funds. The SAC has developed an evaluation system utilized to determine if requests for school improvement funding are in support of the plan.

b. Development of this school improvement plan

This school year the SAC was presented information about the school improvement plan and the 8 step problem solving process. It was described to our school's SAC the purpose of the plan and how they are involved with its implementation and monitoring. SAC was asked to contribute to ideas related to the development of our goal and strategies to achieve the goal and give feedback where possible.

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

The district utilizes a school allocation model for budgeting purposes. This model and the school's allocations were shared and discussed with the SAC. Members had the opportunity to ask questions and contribute ideas where possible.

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

Classroom textbooks, resources for the school counseling office and student access resources for the Mathematics department were all purchased with school improvement funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

SAC is currently recruiting additional members for SAC to replace members who have left because of student matriculation.

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
	Assistant Principal
Bowen, Andrew	Teacher, K-12
Carver, Mercedes	Teacher, K-12
Clayton, Dionne	School Counselor
Culpepper, Krystal	School Counselor
Martin, John	Teacher, K-12
McLeland, Bradley	Assistant Principal
Rambach, Denise	Teacher, K-12
Royston, Laura	Teacher, K-12
Turner, Royce	Principal
Viscariello, Vincent	Teacher, K-12
Weaver, MaryBeth	Assistant Principal
Williams, Danny	Teacher, K-12

b. Duties

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

This year the group will be tasked with ensuring that various academic areas are supporting the use of the instructional shifts as described by the Common Core initiative. This initiative ensures that students are critically analyzing text in all content areas, being exposed to academic vocabulary, and building knowledge through content rich non fiction. This is essential to success with the new Florida Standards.

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 school requires teachers to meet weekly in common planning session with teachers in like disciplines. During these sessions teachers plan and discuss instructional strategies for implementation in the classroom. Teacher develop agendas for these sessions and develop work products to document their efforts.

Teachers meet biweekly in Professional Learning Communities where they meet in large groups to share best practices, participate in professional development and also discuss instructional strategies and interventions.

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

The school will work in collaboration with the district HR department to identify highly qualified candidates of diverse backgrounds. To assist in the retention of teachers, we will maintain monthly meetings for new teachers to provide guidance and support. There have also been teacher mentors or buddies who have been identified to assist others. We will also continue to provide professional development opportunities in a variety of areas that include Advanced Placement, International Baccalaureate, Dual enrollment and instructional strategies. Persons responsible include the school administration and professional development facilitator.

Additionally, the school's administration provides instructional coaching support to teachers to assist them with areas of difficulty in their teaching in order to further develop their skill set.

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

Teachers have been paired with teachers based on a number of areas. Areas that factor into pairings include subject area taught, teaching experience and specialized training such as CET training. Additionally, teachers who have expressed a desire to assist in helping other teachers heavily factors into how they are chosen.

Mentor teachers meet with the school professional development facilitator to determine support needed. Mentors also identify areas of support and mentoring activities based on observations and feedback from the teacher being mentored about areas they have identified for support.

Monthly meetings with mentors and with the professional development facilitator are planned.

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 instructional programs and materials utilized by the school in honors level and standard courses are district endorsed and developed and align with the Florida Standards. Programs and materials utilized in the Advanced Placement Program and the International Baccalaureate Program are approved through these programs and are aligned to the standards as set by the respective governing bodies.

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 school utilizes data to provide appropriate instructional strategies and interventions at the school and classroom level. In the classroom teachers are able to group students and provide differentiated instruction based on data analysis. Teachers can utilize data to determine appropriate Response to Intervention tiers.

Instruction can be supplemented based on data in the form of tutoring or extended learning opportunities.

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: 0

The school is providing instruction to assist students who have not been able to receive a passing score on the Algebra 1 EOC exam. They are being provided intensive instruction as they are not currently enrolled in an Algebra course.

Strategy Rationale

Students participating in this instruction are not enrolled in Algebra 1 this school year and therefore have not been able to receive instruction on a regular basis. The school believes providing this instructional opportunity will better prepare them for the exam.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Turner, Royce, turnerr@duvalschools.org

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

The teacher who is teaching the course will monitor student progress through formal and informal evaluation in the instructional setting. Additionally, the school will review student scores on the EOC to determine effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school has in place activities for Freshmen Transition to assist in the transition from middle school to high school. The students participate in a day long program involving orientation activities and activities designed to increase their knowledge of the school environment, expectations, and develop relationships with school personnel and students. The students participate in other activities during the year including a college tour.

For the school's outgoing cohort, the school counseling department monitors closely their progress towards meeting graduation requirements and their matriculation to college. These things are accomplished through student and parent meetings focusing on topics related to these matters.

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.

The school provides guidance to students on academic and career planning on a continual basis. School counselors conduct classroom visits where they discuss important academic and career related information with classes. Students conference with their counselor and determine their academic path at school through the selection of courses that they believe are most beneficial.

The school also has an academic review committee that meets with students having academic

difficulty and counsels with those students to determine appropriate changes in their course of study to ensure student success.

College visits are scheduled throughout the school year and participation is open to all students. School Counseling also provides a series of informational evening sessions where college planning, financial aid options, and matriculation to the next grade level are discussed.

The school also has a partnership with the Center One Foundation who provides bi-weekly visits to assist students with financial aid and scholarship information.

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

The school offers a few courses that allow students to integrate skills that will be relevant for college and careers. Students have the opportunity to participate in our TV production academy and leadership courses. The school offers industry certification in Adobe Premier. These courses allow students to apply a variety of skills and perform tasks and duties that they may have to perform in a future career.

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

The school has cohorted students in the TV Production Academy. These students share common academic teachers as well as share the same school counselor. Providing cohorts allows the teacher groups to communicate more effectively regarding the academic progress of the students in the program.

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.

Our school has been able to gradually increase post secondary readiness as reflected through the High School Feedback Report. Strategies that the school plans to use include close monitoring of student participation in ACT, SAT, and PERT. The school counseling department monitors students who have tested and assist students with registration, provides fee waivers, provides test prep materials, and refers students to outside test preparation activities. Additionally, the school has offered to students ACT/SAT prep courses designed to help them become prepared for those examinations. the school had partnered with an outside agency to provide free mock testing and feedback sessions to assist in the preparation of our students

Counselors also meet with students for status updates on Bright Futures eligibility. They are able to monitor this through credit checks and academic counseling.

Our school counseling department also works with seniors to ensure that they all apply for and are accepted to at least one post-secondary institution.

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 the school community members engage in the process of developing and implementing a new vision and mission to align goals and expectations, then the school will increase positive experiences for the school community.
- G2.** If strategies are implemented to target specific learning needs of students, then student achievement will increase.

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 the school community members engage in the process of developing and implementing a new vision and mission to align goals and expectations, then the school will increase positive experiences for the school community. 1a

G086582

Targets Supported 1b

Indicator	Annual Target
5-Year Grad Rate	100.0
IB Exam Passing Rate	70.0

Targeted Barriers to Achieving the Goal 3

- Participation in implementation and follow through from stakeholders

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Branding team/Brand champion Use of outside professional branding consultant Paxon Communicator Parent Newsletter School Website OneView Portal

Plan to Monitor Progress Toward G1. 8

Student retention

Person Responsible

Royce Turner

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student exit interviews, ARC, IB surveys

G2. If strategies are implemented to target specific learning needs of students, then student achievement will increase. 1a

G086583

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers who are not trained in the identification and use of multiple forms of data to inform instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialists- Specialists are able to provide support in implementation of strategies to effectively incorporate the use of data in instruction and the use of multiple sources of data.
- Professional Development- Professional Development concerning how to identify and use data to inform instruction.
- Common Planning and PLCs- Collaborative planning offers opportunities for teachers to share implementation strategies and to identify data sources and how to use the information to develop strategies for specific student needs. Additionally common planning provides opportunity for the development of lesson plans and activities to address the needs of individuals and groups of students.

Plan to Monitor Progress Toward G2. 8

Implementation of targeted strategies

Person Responsible

Royce Turner

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Classroom observations, student achievement data, CAST data, professional development, data chats

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 the school community members engage in the process of developing and implementing a new vision and mission to align goals and expectations, then the school will increase positive experiences for the school community. **1**

 **G086582**

G1.B1 Participation in implementation and follow through from stakeholders **2**

 **B230084**

G1.B1.S1 Engage stakeholder groups through the brand engagement process. **4**

 **S242749**

Strategy Rationale

Stakeholder groups will have a voice in the implementation of the new vision and mission.

Action Step 1 **5**

Engaging stakeholder groups in the brand engagement process

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Brand engagement meetings, stakeholder presentations, SAC meetings, PTSA Meetings, Campus branding items

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

Brand engagement implementation

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Branding artifacts utilized by stakeholders, Brand engagement meetings

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

Increase in student and teacher engagement on campus

Person Responsible

Royce Turner

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom walkthroughs, club and activity participation, student retention


G2. If strategies are implemented to target specific learning needs of students, then student achievement will increase. 1

 G086583

G2.B1 Teachers who are not trained in the identification and use of multiple forms of data to inform instruction. 2

 B230085

G2.B1.S1 Professional development book (Intentional and Targeted Instruction) provided to all teachers to assist in the identification of multiple types of data and how to use it to meet specific student needs. Utilize the professional development book to conduct book studies/talks within departments. Utilize material from the professional development book for use with faculty training materials. 4

 S242750

Strategy Rationale

Provide the teachers with a resource to assist them in learning how to identify and use multiple data sets and how they can utilize these resources in their instruction.

Action Step 1 5

Professional Development

Person Responsible

Royce Turner

Schedule

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

Evidence of Completion

Teacher lesson plans. Classroom observation data and student achievement data will serve as evidence for the effectiveness of the utilization of the professional reading resource.

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

Professional Development

Person Responsible

Royce Turner

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Use of targeted instructional strategies addressing the needs of individual and groups of students (classroom observation data). Targeted strategies outlined in lesson plans.

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

Professional Development

Person Responsible

Royce Turner

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Classroom visits log/observations. Student achievement data. CAST data, data chats, teacher surveys

G2.B1.S2 Provide ongoing professional development that includes strategies and resources for implementation. This development includes the creation of a periodic communication device, The Communicator, designed to share strategies and best practices with teachers. The development also includes the use of protocols during PLC sessions of the faculty to reinforce strategies of targeted instruction and RTI. The development provides creative methods for teachers to implement RTI within their classroom. 4

 S242751

Strategy Rationale

To provide support and deeper understanding and available resources for teachers as they implement targeted instruction.

Action Step 1 5

Ongoing Professional Development for Strategies and Resources

Person Responsible

Royce Turner

Schedule

On 6/1/2017

Evidence of Completion

Classroom observations/walkthroughs, teacher sharing in PLC and common planning of effective implementation of strategies, lesson plans, common planning and PLC products

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

Ongoing Professional Development

Person Responsible

Royce Turner

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Classroom observations/walkthroughs, lesson plans, student achievement data, common planning and PLC products

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

Ongoing Professional Development

Person Responsible

Royce Turner












Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Classroom observations/walkthroughs, student achievement data, common planning, plcs, teacher surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M324752	Student retention	Turner, Royce	8/22/2016	Student exit interviews, ARC, IB surveys	6/1/2017 quarterly
G2.MA1  M324757	Implementation of targeted strategies	Turner, Royce	8/15/2016	Classroom observations, student achievement data, CAST data, professional development, data chats	6/1/2017 daily
G1.B1.S1.MA1  M324750	Increase in student and teacher engagement on campus	Turner, Royce	8/22/2016	Classroom walkthroughs, club and activity participation, student retention	6/1/2017 biweekly
G1.B1.S1.MA1  M324751	Brand engagement implementation	Turner, Royce	8/8/2016	Branding artifacts utilized by stakeholders, Brand engagement meetings	6/1/2017 monthly
G1.B1.S1.A1  A314141	Engaging stakeholder groups in the brand engagement process	Turner, Royce	8/8/2016	Brand engagement meetings, stakeholder presentations, SAC meetings, PTSA Meetings, Campus branding items	6/1/2017 monthly
G2.B1.S1.MA1  M324753	Professional Development	Turner, Royce	8/15/2016	Classroom visits log/observations. Student achievement data. CAST data, data chats, teacher surveys	6/1/2017 biweekly
G2.B1.S1.MA1  M324754	Professional Development	Turner, Royce	8/15/2016	Use of targeted instructional strategies addressing the needs of individual and groups of students (classroom observation data). Targeted strategies outlined in lesson plans.	6/1/2017 weekly
G2.B1.S1.A1  A314142	Professional Development	Turner, Royce	8/8/2016	Teacher lesson plans. Classroom observation data and student achievement data will serve as evidence for the effectiveness of the utilization of the professional reading resource.	6/1/2017 monthly
G2.B1.S2.MA1  M324755	Ongoing Professional Development	Turner, Royce	8/15/2016	Classroom observations/walkthroughs, student achievement data, common planning, plcs, teacher surveys	6/1/2017 biweekly
G2.B1.S2.MA1  M324756	Ongoing Professional Development	Turner, Royce	8/15/2016	Classroom observations/walkthroughs, lesson plans, student achievement data, common planning and PLC products	6/1/2017 weekly
G2.B1.S2.A1  A314143	Ongoing Professional Development for Strategies and Resources	Turner, Royce	8/8/2016	Classroom observations/walkthroughs, teacher sharing in PLC and common planning of effective implementation of strategies, lesson plans, common planning and PLC products	6/1/2017 one-time

V. Professional Development Opportunities

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

G2. If strategies are implemented to target specific learning needs of students, then student achievement will increase.

G2.B1 Teachers who are not trained in the identification and use of multiple forms of data to inform instruction.

G2.B1.S1 Professional development book (Intentional and Targeted Instruction) provided to all teachers to assist in the identification of multiple types of data and how to use it to meet specific student needs. Utilize the professional development book to conduct book studies/talks within departments. Utilize material from the professional development book for use with faculty training materials.

PD Opportunity 1

Professional Development

Facilitator

Administration

Participants

Available to all teachers

Schedule

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

G2.B1.S2 Provide ongoing professional development that includes strategies and resources for implementation. This development includes the creation of a periodic communication device, The Communicator, designed to share strategies and best practices with teachers. The development also includes the use of protocols during PLC sessions of the faculty to reinforce strategies of targeted instruction and RTI. The development provides creative methods for teachers to implement RTI within their classroom.

PD Opportunity 1

Ongoing Professional Development for Strategies and Resources

Facilitator

Leadership Team

Participants

All classrooms

Schedule

On 6/1/2017

VI. Technical Assistance Items

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