

Duval County Public Schools

Frank H. Peterson Academies



2016-17 Schoolwide Improvement Plan

Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

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

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	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	38
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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 Frank H. Peterson Academies

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Provide all students with the tools and skills needed to realize their greatest potential by offering high quality academic and career-technical education and supporting the development of our students' work ethic, personal responsibility, and respect for others.

b. Provide the school's vision statement.

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

2. School Environment

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

At the beginning of each school year teachers and students study, respond and discuss five Foundation lessons which bring to the fore front our expectations of mutual respect and acceptance for all. These lessons are built on the district's Student Code of Conduct by reinforcing policies of promptness, attendance, sexual harassment, bullying and affirmation of positive goal setting. These lessons encourage all shareholders to understand and embrace policies created and held for the benefit of all. During the first week of school there are student assemblies held academy to address specific policies with a Q & A period. Throughout the year these policies and lessons are continued in our vocational career and academic classes with applications to current student learning and life expectations as well as many club options ie. Anime, Peterson Roses, Gay/Straight Alliance, Bible, FFA, SkillsUSA, FCCLA, ProStart, scale-modle, welding, literature, Spanish clubs, etc. We also have an active Community in Schools program that bridges any gap between student needs to allow teachers to give food, clothing, tutoring etc. for students in need. Our ELL interpreter greatly aids in communications between school and families of non-English speakers.

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

Teachers, staff and administration set the tone by welcoming all, being helpful, pleasant and approachable. This occurs by being present and actively involved with students before, during and after school; greeting each student at the door, establishing a relationship with students while being consistent of policies and expectations of safety and academic excellence. Students are encouraged to voice concerns or problems to teachers, staff, or administration, encouraged by our open door policy. Classrooms are secure and locked, routinely practicing fire drills and lock downs, showing control, safety and concern in all situations for all.

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.

We are here to educate, therefore our goal in discipline is to return students to instructional

classrooms as quickly as possible after any infractions or offenses of the Code of Conduct. All faculty and staff are informed of changes or particular areas of concerns of the Student Code of Conduct during pre-planning with expectations of how to uphold all policies. Students are informed of the Code of Conduct which is reinforced through Foundation Lessons and assemblies the first week of school. We have an established electronic referral system with a prescribed checklist of applicable discipline options for all offenses to expedite disciplinary actions with a quick return of students to the classroom, which adheres to the DCPS Code of Student Conduct. We have instituted several means to achieve this goal, for example, for dress code issues we have compliant loaner clothes that students change into before returning to the classroom, then return at the end of the day to exchange clothes. By making use of after school busing options we enroll students into our Academic Focus computer lab to use tutorial programs for academic gains while administering disciplinary actions. Before and after school work details are also disciplinary options used to keep students in class. When necessary we have an In School Suspension Program where students are removed from common areas during school hours, including lunch. We give instructors 24 hour notice of students in ISSP so we can provide work, textbooks and/or computers for students' use while in ISSP. ISSP maintains strict order as well as opportunity for mediation and conferencing for students with the ISSP facilitator, Dean or ELL interpreter. We have two Leadership classes made up of 50 seniors who were nominated by faculty to be trained to be Peer Mediators and serve on Student Court. Student Court /Peer Mediation is held twice a week to confer with students who have Level I and Level II violations. This has been an extremely successful program. The Dean and a district Truancy officer conduct Attendance Intervention Team meetings as needed throughout the year to handle absenteeism issues.

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.

We ensure that all students are aware of the open door policy for easy access to all faculty and staff. All offices (main, dean, guidance, media center, clinic, student services, CIS) are available before, during and after school hours daily. All teachers and staff are instructed to allow students access (within reason) to all offices and services. Confidentiality is strictly enforced. We provide information on community services as needed. Peer mentoring, Peer Mediation and Student Court are conducted through the Leadership class and the Dean of Discipline. Offering diverse club options and playing PSA on healthy living contribute to students' self-knowledge of ways to care for themselves and others. Our active community service program encourages students to serve beyond themselves and to build confidence.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

GPA below a 2.0

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	7	4	13	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	49	58	22	10	139
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	81	78	66	30	255

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	34	24	27	4	89

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

Parent/student/admin/guidance contract meetings three times per year for students whose GPA falls between a 1.75 & 2.0.
 Before and after school tutoring for ELA, math, social studies and science
 Intensive reading classes for all students with level 1 on ELA FSA and for students with level 2 on ELA FSA and below grade level lexile score.
 Intensive math classes for students who have not passed Algebra 1 EOC.
 Teacher and admin mentors for seniors who have not met all graduation requirements.
 AIT meetings begin at 10 absences. Monitored by School Social Worker, Admin Team
 Push-in tutoring during the school day by Interventionist for Reading/ELA
 Incentive programs: Earn Your Wings ceremony for students who become industry certified and PSR; once meet requirement students get put in an academy class

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

Increase the number of parents attending Title 1 Parent Activities/Workshops by 5% and increase the number of parents that will attend the Parent Academy.

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.

We have Advisory Board Meetings for AgScience, Automotive, Aviation, Communications, Cosmetology, Culinary Arts, Early Childhood Education and Robotics 4 times a year which include teachers, parents, students and business/community partners. These meetings are designed for all parties involved to collaborate, support and assist with student engagement and student achievement.
We have an active PTSA that advocates for our students and provide resources.
Communities in Schools engages business partners and services to provide resources for 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
Mastromatto, Jessica	Principal
Banks, Antonio	Assistant Principal
Akande, Christine	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.

The design team meet with the Principal to assist in the development of the SIP. The deans provide the discipline and attendance data. The assistant principals provide data in each discipline. The graduation coach provides data on post-secondary readiness, at-risk and acceleration data. The counselor reports on graduation credits and readiness.

Design Team observes classes for instructional best practices and provides immediate feedback to teachers. Each week the design team discusses observations and determines needs and follow-up that needs to take place the following week. This data is also used to help determine PD.

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 will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students.

The team meets weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions.

Title I funds will be used to purchase additional support for lower performing students in the means of reading and math teachers. SAI will be utilized to provide RTI as needed by students. CTE funds will be used to purchase field trips, training and equipment for specialized programs. Magnet school money will be used to purchase part time hourly teaching positions to assist in meeting industry certifications. State and local funds will be used to purchase teachers, support staff and supplies.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lora Caudill	Parent
Jessica Mastromatto	Principal
Karen Chester	Teacher
Vera Bussey	Education Support Employee
Jessica Martinez	Business/Community
Noah Avalos	Student
Anastasia Daniels	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC was actively involved with the evaluation of the last year's SIP. They analyzed data and made appropriate recommendations. They stated involved through once a month meetings and tracked the status of programs and procedures.

b. Development of this school improvement plan

A SAC meeting was held prior to the development of the SIP to address their concerns. The SIP will be presented to the SAC at the next meeting.

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

The SAC is actively involved the annual budget and plan. The committee made recommendations for streamlining procedures. They made recommendations to build commitment and motivation considering the impact of less dollars for the school this year. They provide feedback directly and constructively.

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

Funds will be used to meet unfunded requests from the school.

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.

Training of the SAC in regards to the compliance with section 1001.452.F.S. will be presented at the October SAC meeting. Documentation will be collected to correct this issue. Principal and SAC chair will maintain the documentation.

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
Mastromatto, Jessica	Assistant Principal

b. Duties

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

The major tasks of the LLT are to show an increase in the FSA scores of our lowest quartile in reading and mathematics, as well as to enrich the instructional practices and student accountability for our level 3, 4, and 5 students so that they continue to grow academically throughout the year. LLT meets to discuss student learning and effective common assessments, as well as incentives and promotions of literacy.

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 designed to provide common planning for like content areas, as well as cohorted common planning times for academies and academic content areas to work together. The content areas meet weekly and the academy cohorts meet two times/month. The dates, times and locations are set up at the beginning of the school year and are published. Teams are provided with a guide sheet with the essential work the PLC or cohort ought to be working on and producing while collaborating. An administrator and/or coach attends each meeting to provide feedback, answer questions, provide ideas, etc. The PLCs develop common assessments, examine student work, discuss and implement effective teaching techniques, work with each other to determine positive . The cohorts develop interdisciplinary lessons that tie academic work to the academy specialization.

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

Year long comprehensive Professional Development schedule.
Regular meetings with new teachers and Principal or designee.
Partnering new teachers with veteran teachers.
Soliciting referrals for potential teachers from current employees.
Recognition for great lessons, student successes as a large group, in small groups and individually.
One on one coaching with administrator on teaching practices.
Collaborative PLCs for each content area and for academies.
Provide teachers with resources as requested as budget allows.
Transparency regarding budget.
Including teacher leaders on interview teams

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

Teachers new to our school are paired with a CET trained, veteran teacher. The novice teacher would be paired with a veteran that is within their content area. Each novice teacher and veteran teacher will attend a beginning of the year workshop with our Professional Development Facilitator. Throughout the year the novice teachers will also attend monthly workshops with our Professional Development Faciliator. Selection Criteria:
Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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.

For the area of 9th grade Enrichment, teachers will follow the county's recommended instructional program of Read to Achieve with the optional use of the county's recommended online reading program Achieve 3000. The focus of the Read to Achieve program is to re-establish a strong reading foundation for students which includes an overall focus for all students with differentiated instruction in a small group setting for struggling students. The following areas are covered within Read to Achieve: phonics (and phonemic awareness support as needed), vocabulary, fluency, and reading comprehension. All of these elements are addressed within the rotational model and all lessons are aligned to the Florida Standards.

For the area of 10th grade Enrichment, the teacher will follow the county's recommended instructional program of Plugged into Reading with optional use of the county's recommended online reading program Achieve 3000. The focus of Plugged into Reading is to provide students with high-interest novels with scaffolded activities to complete to strengthen their overall reading comprehension and/or to build upon weaker links within their comprehension (fluency, vocabulary, and overall comprehension). The focus will be to provide a strong foundation and to continue to build additional rigor throughout the year with less scaffolding. This class will also follow the rotational model with whole group instruction, independent work, independent reading, and a teacher-led group for differentiated instruction for struggling students. All lessons are aligned to the Florida Standards.

For the area of Language Arts in grades 9-12, teachers will be utilizing the county's recommended online reading program entitled Achieve 3000. This program is a 5-step reading comprehension program that addresses fluency, vocabulary, reading comprehension, and writing. All students will read the same article and information, but what they view on the screen is their personal Lexile-level version of the article. Students will rotate daily through Achieve 3000 in order to complete the lessons. Students will also have access for additional time through their reading classes and after school tutoring. In addition, students will also be utilizing the online writing program Write to Learn. This thorough online writing program assists the students in planning, writing, and multiple revisions. After each revision, the computer grades the writing on a rubric and displays for the student their area(s) of weakness prior to formal submission of the paper to the teacher. This online program is in alignment with the writing criteria for the Florida Standards.

b. Instructional Strategies

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

Teachers use a variety of data points to determine what students are struggling with and in what areas. For the whole picture, teachers will use Performance Matters to measure class performance on assessments. Teachers are then able to disaggregate the data to determine which items the whole class met and then analyze which specific students are somewhat proficient and which students need a reteach of the lesson. Teachers will then differentiate their instruction in a teacher-led small group for review and/or reteach based on the student data.

Teachers will also have data points from the individual instructional programs (iLit, Achieve 3000, and Write to Learn) to filter and determine the placement of mastery for each student. By visiting these program's reporting tabs weekly, teachers and students will have the opportunity to track closely the progress, review, or reteach needed for students to be successful.

In addition, teachers meet weekly to discuss student work and strategies that they use in the classroom for either whole group or teacher-led differentiated instruction. This technique of sharing strategies provides a constant resource for teachers to pull from when they've exhausted their current efforts and the students are still not progressing. The sharing of student work provides teachers trends of what classes are progressing and how/why where others are not. This professional learning community is the heart of where teachers get together to self-monitor their effectiveness with their students and to gain further tools to assist students toward progress.

Teachers in the math department will utilize the district-driven software program to assist students in learning standards-based concepts. This software will not only provide the student with classroom support of concepts, but also to prepare students for future testing of these concepts. The data used from the program will provide teachers a resource to construct differentiated small-group instruction.

Ongoing PERT testing by our Graduation Coach assists 11th and 12th grade students who have not yet passed the FSA for their graduation requirement. The concordance score will be used in lieu of the FSA score to satisfy their graduation requirement for testing.

An additional resource we offer our students to satisfy the FSA graduation requirement is by offering ACT/SAT vouchers to students. Students must attend three after school ACT prep sessions in order to be eligible for a voucher in order for students to perform their very best on the assessment.

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

Strategy: Extended School Day

Minutes added to school year: 8,320

Provide one hour tutoring sessions for students in English, math, and science classes three day/week after school (activity buses run these days). Teachers will individually offer tutoring before/after school by appointment or designated day and time for students.

Strategy Rationale

Provide students additional practice time to work on assignments, log in more time on Achieve 3000 or Write to Learn, or direct instructional support from a teacher on items the students are struggling with in their classes.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mastromatto, Jessica, parrishj@duvalschools.org

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

Sign-in sheets of students attending and monitoring student progress through teacher observation, data, and tests.

Strategy: Extended School Day

Minutes added to school year: 975

Provide students an activity period every other Wednesday that they choose to attend. Activities include college clubs, scholarship clubs, book clubs, art, guitar, etc.

Strategy Rationale

To improve student and school culture and climate

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mastromatto, Jessica, parrishj@duvalschools.org

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

Monitoring CGA scores

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.

Incoming cohorts of students are supported by school counselors based on their academy. Each academy attends an assembly at the beginning of school to orient students to important information pertaining to Peterson. CTE courses and core academics are grouped homogeneously by cohort when possible, which can ease the transition of incoming students by creating a familiar grouping of students.

Outgoing cohorts have internships and on job training to assist them in transitioning to work. Career/technical colleges and state colleges visit the academic and career technical classes with information that is important for them in transitioning to college and technical schools. Academic teachers and career technical teachers conduct field trips to colleges, universities and businesses.

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.

Students are encouraged to enter an AP/Honors track of core courses where possible. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned School Counselor towards career planning, both in the course work they are taking and their academy classes. Business partners frequent our academy classes to teach specialized lessons, conduct a demonstration or to give a speech about their career path. We have a very well attended college and career fair each October that all students attend. Academic teachers frequently invite guest speakers from colleges and universities to inform students of options available to them.

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

CTE Programs and corresponding industry certifications are as follows:

Culinary Arts - ProStart and ServSafe

Automotive - FADA

Communications - Adobe Premiere Pro, Photoshop, and Illustrator

Aviation - FAA Ground Pilot

AgriScience - Biotechnology and Vet Assisting

Cosmetology - State Cosmetology License

Early Childhood Education - CDA and DCF

Robotics/Advance Manufacturing - MSSC

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

In an effort to increase the number of college ready graduates, Frank H. Peterson has increased the number of students taking SLS and dual enrollment courses. Junior and senior English, math, and science teachers are prepping students for the PERT. A counselor is assigned to the senior class to monitor graduation. A graduation coach is a part of the faculty and monitors post-secondary readiness. The graduation coach oversees the after school ACT/SAT prep course for reading and math, meets with students and parents, and schedules PERT test administration. All academies are scheduled in Cohorts. Academic teachers and CTE teachers meet monthly to provide integrated lessons related to the Academies. Instructional Focus lessons for CTE teachers are developed to coordinate vocabulary through the CTE curriculum.

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.

All juniors and seniors are encouraged to take the ACT, SAT or PERT to determine readiness for college courses. Weekly after school tutoring is offered in math(math teacher) and reading (graduation coach) to assist students in test preparation.

HERO Community Service Program encourages students to earn 25 community service hours per marking period, which makes more students eligible for Bright Futures Scholarships.

All teachers have increased course rigor in academics and career/technical classes.

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 utilizing the four pillars of instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place, then student achievement will increase in all academic areas at all grade levels.
- G2.** If we improve perception of school culture for student body, faculty, and community by reducing disciplinary infractions and increasing sense of safety and structure with strategic systems in place for positive reinforcement and increasing preventative measures, then conflicts and confrontations between students will decrease.

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 utilizing the four pillars of instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place, then student achievement will increase in all academic areas at all grade levels. 1a

G086584

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	51.0
Algebra I EOC Pass Rate	80.0
Bio I EOC Pass	85.0
FSA ELA Achievement	55.0
U.S. History EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Students lack of experience with online item types, multi-part problems requiring written responses/justification, and real world applications in math.
- U.S. History-Additional resources needed to provide EOC style questions to students.
- Students lack mastery of content vocabulary to effectively discuss and comprehend mathematical thought processes and concepts.
- Biology-Fifty-four percent of students enrolled in Biology this year have an ELA achievement level of 1 or 2.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math teaches will meet in their PLC groups to

Plan to Monitor Progress Toward G1. 8

District Unit Assessments and Interim Benchmark

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

Increase proficiency on targeted benchmarks.

Plan to Monitor Progress Toward G1. 8

U. S. History teacher-created common assessments according to item specifications for essays within the content.

Person Responsible

Antonio Banks

Schedule

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

Evidence of Completion

Test scores and the item analysis, and essays. Students must score a 70% + on tests and on writing rubrics to demonstrate proficiency of standards.

Plan to Monitor Progress Toward G1. 8

Increase the rigor in Honors Language Arts classes to ensure that students are challenged academically and meeting and/or exceeding the Florida Standards.

Person Responsible

Jessica Mastromatto

Schedule

Weekly, from 9/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work, performance on assessment (teacher-made and district-mandated).

Plan to Monitor Progress Toward G1. 8

Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided the opportunity to be trained on strategic reading strategies and written response to their reading across all the content areas.

Person Responsible

Jessica Mastromatto

Schedule

Biweekly, from 9/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans, instructional delivery/modeling, student work samples, school-based timed writing, and FSA Writing March 2016.

Plan to Monitor Progress Toward G1. 8

To support our EL students in the areas of listening, speaking, reading and writing English so they can reach or exceed proficiency on the CELLA assessment.

Person Responsible

Jessica Mastromatto

Schedule

Monthly, from 1/5/2016 to 5/30/2017

Evidence of Completion

Lesson plans, PLC meetings, Performance Matters data, student work, discussions with the ESOL paraprofessional, and performance scores on the CELLA and FSA assessments.

Plan to Monitor Progress Toward G1. 8

To increase the postsecondary readiness in ready by 5% which is 81% and to increase the postsecondary readiness in math by 5% which is 57%.

Person Responsible

Mary Buchanan

Schedule

Monthly, from 9/10/2016 to 6/2/2017

Evidence of Completion

Data notebook which includes ACT/SAT tutor courses, student sign-in forms, copies of tests, registration tickets, and student waiver documentation.

Plan to Monitor Progress Toward G1. 8

Graduation Coach will post data charts and updated reports of postsecondary readiness progress for the Design Team (admin) at the beginning of each month.

Person Responsible

Mary Buchanan

Schedule

Monthly, from 9/10/2016 to 6/2/2017

Evidence of Completion

Charts, reports included in the minutes of weekly meetings.

Plan to Monitor Progress Toward G1. 8

Increase the number of students taking industry certification examinations by 50%.

Person Responsible

Jessica Mastromatto

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Look at academic data and pretest data to determine student preparedness for industry certification assessment success.

Plan to Monitor Progress Toward G1. 8

Increase the percentage of students performing at level of proficiency on the Biology I EOC assessment.

Person Responsible

Jessica Mastromatto

Schedule

Weekly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Examine student work, common assessment results, and the end-of-year EOC assessment results.

Plan to Monitor Progress Toward G1. 8

To ensure that all bottom-quartile students make yearly academic gain in reading on the FSA assessment.

Person Responsible

Jessica Mastromatto

Schedule

Daily, from 6/1/2016 to 6/1/2016

Evidence of Completion

Results from the FSA assessment will show student performance on the assessment and gains were made by each student.

Plan to Monitor Progress Toward G1. 8

Learning gains in reading will increase for grades 9 and 10.

Person Responsible

Jessica Mastromatto

Schedule

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

Evidence of Completion

Results from CGA data, formative data, and the results from the FSA assessment.

Plan to Monitor Progress Toward G1. 8

Increase the percentage of first-time students showing proficiency on the Algebra I EOC

Person Responsible

Jessica Mastromatto

Schedule

Evidence of Completion

Data chats with individual student after each unit assessment.

Plan to Monitor Progress Toward G1. 8

Increasing the number of students scoring proficiency on the Geometry EOC.

Person Responsible

Jessica Mastromatto

Schedule

Daily, from 9/9/2016 to 6/2/2017

Evidence of Completion

Grades on common assessments, exit slips.

G2. If we improve perception of school culture for student body, faculty, and community by reducing disciplinary infractions and increasing sense of safety and structure with strategic systems in place for positive reinforcement and increasing preventative measures, then conflicts and confrontations between students will decrease. 1a

G086585

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning;

Plan to Monitor Progress Toward G2. 8

Decrease absences and increase classroom instructional contact time.

Person Responsible

Jessica Mastromatto

Schedule

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

Evidence of Completion

Decreases in absences recorded in Focus

Plan to Monitor Progress Toward G2. 8

Implementing Restorative Justice to decrease suspension rate using Peer Mentoring, Peer Mediation, and Student Accountability Board to establish positive peer relationships and interactions among students.

Person Responsible

Antonio Banks

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Decrease in referrals for students who have been referred to Restorative Justice.

Action Plan for Improvement

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

Problem Solving Key


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

 = Problem Solving Step  S123456 = Quick Key


G1. If utilizing the four pillars of instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place, then student achievement will increase in all academic areas at all grade levels. **1**

 G086584

G1.B1 Students lack of experience with online item types, multi-part problems requiring written responses/ justification, and real world applications in math. **2**

 B230086

G1.B1.S1 Students will utilize blending learning curriculum within the classroom, and for home learning, to increase familiarity with the item types in the test item specifications for the FSA. **4**

 S242752

Strategy Rationale

Students struggled with the digital item types in the past because they are very technical and require a level of exactness and accuracy that is usually implied or missing when turning in handwritten work in the classroom. Programs like MathXL will give immediate feedback to a student if they enter $x=7$ incorrectly as $X=7$. It is unlikely that a teacher could positively tell in most handwritten cases if a student has capitalized their x or not. In math, letter case matters. Such programs also alert a student if they have not fully simplified an answer or if they did not answer all parts of a question; extremely common mistakes

Such programs also can remove some emotional or social barriers that a student is having with their teacher or peers. A computer program is always consistent and objective.

Action Step 1 **5**

Teachers will incorporate Blending Learning Software into their instruction and assessment of students.

Person Responsible

Christine Akande

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Data will be available from teachers for student's online assignments and online tests. In some cases the data will be directly available through district purchased blended learning programs.

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

During Weekly PLCs, teachers will plan and create online assignments, using the district provided blended learning software, that will incorporate the largest possible selection of items for the covered benchmarks. Teachers will also provide data from previous online assignments at the PLCs and compare those results to congruent handwritten assignments.

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

Data will be available in teacher grade books for the online assignments and exams. Data results and comparisons can also be recorded in the minutes from the PLC meeting.

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

The data, broken down by MAFS benchmarks, will be recorded and displayed in the Principal's Conference Room after every Online Module Examination, District Exam, and/or State Exam.

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

Students scores will increase on each particular benchmark from one testing to the next showing a mixture of rigorous instruction and increase familiarity with the online testing items. Students scores on the online exams and assignments should also start to become closer to the scores they receive on congruent handwritten assignments.

G1.B1.S2 Students will utilize the digital calculator and Reference Sheet available through FSAAssessments.org, when necessary, so they can use those tools effectively. 4

S242753

Strategy Rationale

Use of the FSA calculator is crucial since it will be the student's only tool for half of their FSA. If a student is used to pressing the '2nd' key and then pressing the 'Sin' key to activate the inverse function of Sine, they are going to struggle when they see the online tool which doesn't have a '2nd' or 'Shift' key but has a single button specifically for the inverse function of Sine.

Action Step 1 5

Teachers will require and incorporate the use of the FSA Calculator and Reference Sheet within the classroom environment when appropriate for the rigor of the content being covered.

Person Responsible

Christine Akande

Schedule

Weekly, from 8/15/2016 to 9/8/2016

Evidence of Completion

It should be observed, when warranted, that students are using the FSA Calculator Application on their cell phones instead of hand held calculators and/or other calculator applications. Every student should also be able to produce a copy of the FSA Reference Sheet, for their course (or equivalent course), from their notebook upon request and be seen utilizing it when appropriate.

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

Teachers will put in their lesson plans when it is appropriate for a student to be using the FSA Calculator and/or the FSA Reference Sheet. If the need for either item is not necessary, it will not be stated in a teacher's lesson plan.

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

During an observation or walk-through, the teacher provided lesson plan should match the activity in the classroom regarding these tools. Only these FSA tools should be observed if a tool of that type is in the lesson plan unless superseded by the individual needs of a students including IEP, ELL, or 504 accommodations.

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

The data, broken down by MAFS benchmarks, will be recorded and displayed in the Principal's Conference Room after every Online Module Examination, District Exam, and/or State Exam. Benchmarks will be identified as calculator available: yes and/or no.

Person Responsible

Christine Akande

Schedule

On 6/2/2017

Evidence of Completion

Students scores will increase on each particular benchmark that allows for calculators and/or incorporates information on the provided FSA reference sheets, from one testing to the next, showing a mixture of rigorous instruction and increase familiarity with the available tools.

G1.B2 U.S. History-Additional resources needed to provide EOC style questions to students. 2

 B230087

G1.B2.S1 Along with test item specs, administration is seeking to provide the Gateway to U.S. History workbook for EOC style questions. 4

 S242754

Strategy Rationale

The Gateway to U.S. History workbook is aligned to the Florida Tested Benchmarks for U.S. History

Action Step 1 5

A class set of Gateway to U.S. History workbooks will need to purchased for two classrooms.

Person Responsible

Antonio Banks

Schedule

On 10/17/2016

Evidence of Completion

The effectiveness of the workbooks will be determined by students' formatives, scrimmages and EOC results.

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

Use appropriate funding to purchase Gateway to U.S. History workbooks.

Person Responsible

Antonio Banks

Schedule

Monthly, from 9/12/2016 to 10/17/2016

Evidence of Completion

Workbooks are in the process of being purchased. Until actual class sets arrive, U.S. History teachers will continue to print copies from the teacher's workbook.

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

During each unit, PLC time will be used to monitor and analyze the effectiveness of the workbooks.

Person Responsible

Antonio Banks


Schedule

Monthly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Students data/results of workbook activities will demonstrate whether the lesson taught was aligned to the benchmarks or provide opportunities to understand what should be remediated.

G1.B3 Students lack mastery of content vocabulary to effectively discuss and comprehend mathematical thought processes and concepts. **2**

 B230088

G1.B3.S1 Teachers and students will need to provide justification in both example problems for instruction and submitted responses for grading. A two Column proof method is the most familiar form, but as students start to master the concept of justification, the rigor should be raised to include a variety of representations. **4**

 S242755

Strategy Rationale

When students can not justify their work on each step, it shows a serious lack of content knowledge and is very effective at helping teachers identify a student's challenges. Not justifying the steps within math work leads students to start believing that math is magic instead of an intrinsic, property based, systematic manipulation of known and unknown values used to provide and extrapolate irrefutable data that can be displayed in a large variety of formats including, but not limited to, charts and graphs. In our automotive academy, a student will not find success if they do not know the name of the tools needed to complete a repair, in the same way, students are not progressing in math because they do not know the name of the tools they are using to complete a solution. The 'mental hooks' are missing to hang, and interact with, new concepts. Many students learned fancy tricks and mnemonics like butterfly fractions and FOIL, but have no understanding of what those 'steps' are really accomplishing or why it works. By having the teachers present with and the students respond with correct terminology for mathematical steps, a deeper understanding will occur and will create a much more productive learning environment. This will give the students the tools and terminology to ask questions and clarify what is confusing them within a concept. Consistent justification will develop concepts, logical thought, and mathematical thinking. In summary, if you cannot say why you did what you did in mathematics, you effectively did nothing.

Action Step 1 **5**

Teachers will be given a PD to introduce the concept for roll out and integration from the very first day of school

Person Responsible

Christine Akande

Schedule

On 8/8/2016

Evidence of Completion

There will be a sign in sheet that will be collected at the training.

Action Step 2 5

Teachers will be provided foundational property posters, and will create content specific property posters if applicable, that will be displayed prominently in class to ensure cohesiveness of terminology between courses and teachers across the entire campus.

Person Responsible

Christine Akande

Schedule

On 9/30/2016

Evidence of Completion

Provided posters will be delivered by staff after lamination and will be observed in place on the next walk through.

Action Step 3 5

Teachers will provide written justification when they are working a problem as an example for the students, especially when introducing new concepts to students.

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

Justification will be seen on the boards during instruction, will be documented in lesson plans, and will be incorporated into powerpoints/handouts/etc. used during class and for reference for home learning.

Action Step 4 **5**

Students will be required to justify their work in the classroom and on home learning. This will be especially critical during the introduction of new concepts and skills.

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

Justification will be seen on students notes, in student journals, and on submitted assignments.

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

Classroom visits, common planning meetings, and lesson plan evidence.

Person Responsible

Christine Akande

Schedule

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

Evidence of Completion

Evidence of justification and written explanations in teacher led instruction and in student work. There should also be evidence in lesson plans and common planning discussions.

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

District Unit Assessments and Interim Benchmark

Person Responsible

Christine Akande


Schedule

Monthly, from 9/9/2016 to 5/1/2017

Evidence of Completion

Students proficiency and performance by benchmark on the district unit assessments and interim Benchmark.

G1.B4 Biology-Fifty-four percent of students enrolled in Biology this year have an ELA achievement level of 1 or 2. **2**

 B230089

G1.B4.S1 After school tutoring sessions on Tuesdays and Thursdays. Focus lessons according to data from formatives and scrimmages. **4**

 S242756

Strategy Rationale

Strategies were used in the previous school year, and resulted in 80 percent proficiency on Biology EOC.

Action Step 1 **5**

After school tutoring and remediation sessions.

Person Responsible

Antonio Banks

Schedule

Monthly, from 9/13/2016 to 5/25/2017

Evidence of Completion

Attendance rosters and remediation session lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Data from District assessments will be used to target students who need tutoring or remedial sessions.

Person Responsible

Antonio Banks

Schedule

Monthly, from 9/13/2016 to 5/25/2017

Evidence of Completion

After remediation sessions, students will be reassessed on the standards taught. Opportunities are provided for students to complete test-corrections.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Individual data chats with students after District assessments. Data chats will determine which students should participate in after school tutoring and remediation sessions.

Person Responsible

Antonio Banks

Schedule

Monthly, from 9/13/2016 to 5/25/2017




Evidence of Completion

PLC meetings that focus on individual student's assessment data.

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.MA12 M324779	Increase the percentage of first-time students showing proficiency on the Algebra I EOC	Mastromatto, Jessica	6/10/2016	Data chats with individual student after each unit assessment.	No End Date one-time
G1.MA10 M324777	To ensure that all bottom-quartile students make yearly academic gain in reading on the FSA...	Mastromatto, Jessica	6/1/2016	Results from the FSA assessment will show student performance on the assessment and gains were made by each student.	6/1/2016 daily
G1.B3.S1.A1 A314147	Teachers will be given a PD to introduce the concept for roll out and integration from the very...	Akande, Christine	8/8/2016	There will be a sign in sheet that will be collected at the training.	8/8/2016 one-time
G1.B1.S2.A1 A314145	Teachers will require and incorporate the use of the FSA Calculator and Reference Sheet within the...	Akande, Christine	8/15/2016	It should be observed, when warranted, that students are using the FSA Calculator Application on their cell phones instead of hand held calculators and/or other calculator applications. Every student should also be able to produce a copy of the FSA Reference Sheet, for their course (or equivalent course), from their notebook upon request and be seen utilizing it when appropriate.	9/8/2016 weekly
G1.B3.S1.A2 A314148	Teachers will be provided foundational property posters, and will create content specific property...	Akande, Christine	8/8/2016	Provided posters will be delivered by staff after lamination and will be observed in place on the next walk through.	9/30/2016 one-time
G1.B2.S1.MA1 M324763	Use appropriate funding to purchase Gateway to U.S. History workbooks.	Banks, Antonio	9/12/2016	Workbooks are in the process of being purchased. Until actual class sets arrive, U.S. History teachers will continue to print copies from the teacher's workbook.	10/17/2016 monthly
G1.B2.S1.A1 A314146	A class set of Gateway to U.S. History workbooks will need to be purchased for two classrooms.	Banks, Antonio	9/12/2016	The effectiveness of the workbooks will be determined by students' formative, scrimmage and EOC results.	10/17/2016 one-time
G1.B3.S1.MA1 M324764	District Unit Assessments and Interim Benchmark	Akande, Christine	9/9/2016	Students proficiency and performance by benchmark on the district unit assessments and interim Benchmark.	5/1/2017 monthly
G1.B4.S1.MA1 M324766	Individual data chats with students after District assessments. Data chats will determine which...	Banks, Antonio	9/13/2016	PLC meetings that focus on individual student's assessment data.	5/25/2017 monthly
G1.B4.S1.MA1 M324767	Data from District assessments will be used to target students who need tutoring or remedial...	Banks, Antonio	9/13/2016	After remediation sessions, students will be reassessed on the standards taught. Opportunities are provided for students to complete test-corrections.	5/25/2017 monthly
G1.B4.S1.A1 A314151	After school tutoring and remediation sessions.	Banks, Antonio	9/13/2016	Attendance rosters and remediation session lesson plans.	5/25/2017 monthly
G1.MA5 M324772	To support our EL students in the areas of listening, speaking, reading and writing English so they...	Mastromatto, Jessica	1/5/2016	Lesson plans, PLC meetings, Performance Matters data, student work, discussions with the ESOL paraprofessional, and performance scores on the CELLA and FSA assessments.	5/30/2017 monthly
G1.MA1 M324768	District Unit Assessments and Interim Benchmark	Akande, Christine	9/9/2016	Increase proficiency on targeted benchmarks.	6/1/2017 monthly
G1.MA2 M324769	U. S. History teacher-created common assessments according to item specifications for essays within...	Banks, Antonio	9/9/2016	Test scores and the item analysis, and essays. Students must score a 70% + on tests and on writing rubrics to demonstrate proficiency of standards.	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA3 M324770	Increase the rigor in Honors Language Arts classes to ensure that students are challenged...	Mastromatto, Jessica	9/18/2016	Lesson plans, student work, performance on assessment (teacher-made and district-mandated).	6/2/2017 weekly
G1.MA4 M324771	Improve reading proficiency scores in grades 9-10 by ensuring all teachers are provided the...	Mastromatto, Jessica	9/18/2016	Lesson plans, instructional delivery/ modeling, student work samples, school-based timed writing, and FSA Writing March 2016.	6/2/2017 biweekly
G1.MA6 M324773	To increase the postsecondary readiness in ready by 5% which is 81% and to increase the...	Buchanan, Mary	9/10/2016	Data notebook which includes ACT/SAT tutor courses, student sign-in forms, copies of tests, registration tickets, and student waiver documentation.	6/2/2017 monthly
G1.MA7 M324774	Graduation Coach will post data charts and updated reports of postsecondary readiness progress for...	Buchanan, Mary	9/10/2016	Charts, reports included in the minutes of weekly meetings.	6/2/2017 monthly
G1.MA8 M324775	Increase the number of students taking industry certification examinations by 50%.	Mastromatto, Jessica	8/18/2016	Look at academic data and pretest data to determine student preparedness for industry certification assessment success.	6/2/2017 weekly
G1.MA9 M324776	Increase the percentage of students performing at level of proficiency on the Biology I EOC...	Mastromatto, Jessica	9/11/2016	Examine student work, common assessment results, and the end-of-year EOC assessment results.	6/2/2017 weekly
G1.MA11 M324778	Learning gains in reading will increase for grades 9 and 10.	Mastromatto, Jessica	10/13/2016	Results from CGA data, formative data, and the results from the FSA assessment.	6/2/2017 monthly
G1.MA13 M324780	Increasing the number of students scoring proficiency on the Geometry EOC.	Mastromatto, Jessica	9/9/2016	Grades on common assessments, exit slips.	6/2/2017 daily
G1.B1.S1.MA1 M324758	The data, broken down by MAFS benchmarks, will be recorded and displayed in the Principal's...	Akande, Christine	8/15/2016	Students scores will increase on each particular benchmark from one testing to the next showing a mixture of rigorous instruction and increase familiarity with the online testing items. Students scores on the online exams and assignments should also start to become closer to the scores they receive on congruent handwritten assignments.	6/2/2017 weekly
G1.B1.S1.MA1 M324759	During Weekly PLCs, teachers will plan and create online assignments, using the district provided...	Akande, Christine	8/15/2016	Data will be available in teacher grade books for the online assignments and exams. Data results and comparisons can also be recorded in the minutes from the PLC meeting.	6/2/2017 weekly
G1.B1.S1.A1 A314144	Teachers will incorporate Blending Learning Software into their instruction and assessment of...	Akande, Christine	8/16/2016	Data will be available from teachers for student's online assignments and online tests. In some cases the data will be directly available through district purchased blended learning programs.	6/2/2017 weekly
G1.B2.S1.MA1 M324762	During each unit, PLC time will be used to monitor and analyze the effectiveness of the workbooks.	Banks, Antonio	10/17/2016	Students data/results of workbook activities will demonstrate whether the lesson taught was aligned to the benchmarks or provide opportunities to understand what should be remediated.	6/2/2017 monthly
G1.B3.S1.MA1 M324765	Classroom visits, common planning meetings, and lesson plan evidence.	Akande, Christine	9/9/2016	Evidence of justification and written explanations in teacher led instruction and in student work. There should also be evidence in lesson plans and common planning discussions.	6/2/2017 monthly
G1.B3.S1.A3 A314149	Teachers will provide written justification when they are working a problem as an example for the...	Akande, Christine	8/15/2016	Justification will be seen on the boards during instruction, will be documented in lesson plans, and will be incorporated into powerpoints/handouts/etc. used	6/2/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				during class and for reference for home learning.	
G1.B3.S1.A4  A314150	Students will be required to justify their work in the classroom and on home learning. This will...	Akande, Christine	8/15/2016	Justification will be seen on students notes, in student journals, and on submitted assignments.	6/2/2017 daily
G1.B1.S2.MA1  M324760	The data, broken down by MAFS benchmarks, will be recorded and displayed in the Principal's...	Akande, Christine	8/15/2016	Students scores will increase on each particular benchmark that allows for calculators and/or incorporates information on the provided FSA reference sheets, from one testing to the next, showing a mixture of rigorous instruction and increase familiarity with the available tools.	6/2/2017 one-time
G1.B1.S2.MA1  M324761	Teachers will put in their lesson plans when it is appropriate for a student to be using the FSA...	Akande, Christine	8/15/2016	During an observation or walk-through, the teacher provided lesson plan should match the activity in the classroom regarding these tools. Only these FSA tools should be observed if a tool of that type is in the lesson plan unless superseded by the individual needs of a students including IEP, ELL, or 504 accommodations.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If utilizing the four pillars of instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place, then student achievement will increase in all academic areas at all grade levels.

G1.B3 Students lack mastery of content vocabulary to effectively discuss and comprehend mathematical thought processes and concepts.

G1.B3.S1 Teachers and students will need to provide justification in both example problems for instruction and submitted responses for grading. A two Column proof method is the most familiar form, but as students start to master the concept of justification, the rigor should be raised to include a variety of representations.

PD Opportunity 1

Teachers will be given a PD to introduce the concept for roll out and integration from the very first day of school

Facilitator

William Kugler - Math Coach

Participants

Entire Math Department Team and ESE Support Facilitators.

Schedule

On 8/8/2016

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	Teachers will incorporate Blending Learning Software into their instruction and assessment of students.	\$0.00
2	G1.B1.S2.A1	Teachers will require and incorporate the use of the FSA Calculator and Reference Sheet within the classroom environment when appropriate for the rigor of the content being covered.	\$0.00
3	G1.B2.S1.A1	A class set of Gateway to U.S. History workbooks will need to purchased for two classrooms.	\$0.00
4	G1.B3.S1.A1	Teachers will be given a PD to introduce the concept for roll out and integration from the very first day of school	\$0.00
5	G1.B3.S1.A2	Teachers will be provided foundational property posters, and will create content specific property posters if applicable, that will be displayed prominently in class to ensure cohesiveness of terminology between courses and teachers across the entire campus.	\$0.00
6	G1.B3.S1.A3	Teachers will provide written justification when they are working a problem as an example for the students, especially when introducing new concepts to students.	\$0.00
7	G1.B3.S1.A4	Students will be required to justify their work in the classroom and on home learning. This will be especially critical during the introduction of new concepts and skills.	\$0.00
8	G1.B4.S1.A1	After school tutoring and remediation sessions.	\$0.00
Total:			\$0.00