

Duval County Public Schools

Douglas Anderson School Of The Arts



2016-17 Schoolwide Improvement Plan

Douglas Anderson School Of The Arts

2445 SAN DIEGO RD, Jacksonville, FL 32207

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

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	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

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 Douglas Anderson School Of The Arts

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.

Douglas Anderson School of the Arts will be the leading public arts high school in the nation.

b. Provide the school's vision statement.

We believe that the arts define us.

We believe that the arts enrich all human endeavors by bridging differences among people and teaching creative and critical thinking skills.

We believe that the integration of arts and academics offers students great opportunity to succeed in post-secondary education.

We believe that creative freedom and rigorous discipline are fundamental to student success.

We believe that an environment that promotes student learning and encourages the creative process is physically, intellectually and emotionally safe.

We believe that good teaching practice recognizes and addresses the various ways by which students learn.

We believe that leadership, citizenship and ethics are a part of every student's learning experience.

We believe that student progress should be monitored to ensure students' personal and educational success.

We believe that periodic evaluation of our programs and policies insures that we meet the needs of our diverse student population.

We believe that cooperation and collaboration among students, parents, faculty, staff, and community are vital to the success of our school.

We believe that the audition process is fundamental to our success.

2. School Environment

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

Information about students' cultures is gathered through our application process as well as through teacher classroom surveys at the start of the year. This information is used by teachers to build relationships between them and the students in their classroom. Often the students art's major is used as a connection to learn more about the student. In addition, we have analyzed data from the annual Gallup survey regarding students' belief regarding culture and their relationships at school. Each year a survey is given to determine which students have parents in the military and/or live on base housing. This information is used to facilitate relationships between teachers and students and gain a deeper understanding of our students' pasts.

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

Before school, students have common areas around the school where they are able to meet with friends. Teachers are present at their classroom doors and participate in hallway supervision during the transitions for students between classes. Administrators have an open door policy where students feel comfortable going for concerns. Also, students assume leadership roles within their respective art areas where they are able to feel respected from different stakeholders. We offer nationally affiliated honor societies and student government where students hold offices and assume leadership roles. After school students are swept to a common area where supervision is provided. This common area

also provides a safe place where students can work in groups, which allows for more collaboration among the student body. Additionally, students may receive peer tutoring after school.

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.

School wide protocols for disciplinary incidents are reviewed and developed before the start of the school year. These protocols support the Duval County Public Schools Board approved Student Code of Conduct; and teachers incorporate these guidelines into their classroom procedures. Behavior expectations are reviewed with the students in each course as well as addressed during general class meetings the first week of school and during orientation with parents. Expectations and protocols are reviewed with the faculty and staff during pre-planning before the start of the school year with an in-depth session for new faculty members. As a whole, protocols are revisited as needed during faculty meetings throughout the school year. The administrative team monitors the enforcement of school rules/policies to ensure it is fair and consistent during administrative meetings where the Dean, Mr. Raeford, presents specific issues or concerns. The school utilizes a positive behavior intervention support plan which clearly identifies the expectations regarding progressive discipline.

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.

All students have an arts area peer mentor assigned to them when they start at Douglas Anderson School of the Arts (DA). Their art area mentors follow up with them regarding life at DA, after-school activities, and their overall well-being. Students are placed on probation if they have two or more F's during a quarter or their GPA falls below a 2.0. All students on academic probation also have two faculty mentors assigned to them - one academic faculty member and one arts faculty member. If a faculty mentor sees a student's grades drop or a change in their attendance, they are referred to the counseling office. Our school counselors provide the necessary follow-up with these students to get back on track. These students are provided additional support strategies through remediation sessions with a teacher or a counselor, and small group sessions emphasizing study/organizational skills. Student probation meetings are held one on one with a member of the probation committee. Additionally, each year every sophomore and their family receives one-on-one services from the school counseling office. These services include discussion of the coursework required for graduation, scholarship information, and any information required regarding their child's emotional needs.

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.

Students who scored a level 1 or 2 on the FSA.
Students who miss more than 5 days in any quarter.
Students who are suspended from school one or more times.
Students who are failing academic courses
Students who are on academic probation - GPA below a 2.0, 2 or more F's in a quarter, or an F in an arts area course.

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	8	10	7	8	33	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	2	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	3	0	2	7	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	6	36	43	34	119	

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	2	5	6	4	17	

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

Power Hour is a block of time each day where students can see teachers for remediation or to make up missed work. All teachers are available during this time to help student improve their academic performance in their core and arts courses. National Honor Society students are also available during Power Hour, on selected days, to offering peer tutoring to students in need. In addition to Power Hour, DA's teachers offer after school and before school tutoring. In March and April the State testing courses will be offering Saturday Ramp Up sessions to help students master the standards for the end of course assessments.

Students who were suspended were recommended to substance abuse counseling to help prevent another suspension. Attendance intervention meetings are held to discuss the impact attendance has on academic achievement

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 DA faculty and staff work hard to build positive relationships with families through open communication. Important messages are sent home via students through written communication or mail-outs as well as School Messenger phone system to remind parents of upcoming events. DA faculty and staff use social media and internet based blogs to keep students and parents abreast of school events and information. Our website, www.da-arts.org, Facebook, and Twitter are continuously updated with important information including a performance calendar. Our web master, Mr. Michael Lipp, updates the website daily with the "Spotlight" which highlights important announcements and keeps information current on One View. The administrative team works with

teachers to ensure Focus grade book is updated regularly so students and parents can monitor progress. Parents are encouraged to get involved at DA through various avenues including SAC, PTSA, and the various arts area booster groups. All of our parent groups are very involved in the school and contribute many hours to ensure the success of our programs.

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.

Douglas Anderson is fortunate to have many partnerships with the local community. Mrs. Cornelius is a strong force in securing and utilizing resources to support the school mission and vision and student achievement. Through a partnership, we are able to offer scholarships to send students to intensive summer programs across the country. When these students return, they bring back a wealth of knowledge to share with their department and conduct workshops for their peers. All of our events, performances, gallery openings, and concerts are open to the community. Our annual event, Extravaganza, is performed in the Moran Theatre, downtown Jacksonville, and it brings in many supporters and opportunities to develop partnerships. DA's new partnership with Opera Jax brings students throughout Duval County to our campus to experience opera broadcast live from the Met. All of our art areas participate through affiliations in the community. For example, our Instrumental department works with the Jacksonville Symphony, our Creative Writing Department collaborate in providing writing workshops through the City of Jacksonville, and our Dance program works with the Jacksonville Ballet. Our SAC committee is comprised of parents, community leaders, faculty, and students and is a forum where the community can collaborate with DA. We are extremely appreciative of our partnerships with the Jacksonville Arts Community.

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
Cornelius, Jackie	Principal
Hammer, Melanie	Assistant Principal
Sample, Jennifer	Teacher, K-12
Lipp, Michael	Other
Raeford, Charles	Dean
Hogue, Hillary	Teacher, K-12
Shistle, Ted	Teacher, K-12
Cowgill, Patti	Teacher, ESE
Anderson, Kathy	School Counselor
Cinotti, Jacquelyn	Assistant Principal
Swartz, Alison	Teacher, K-12

b. Duties

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

Our DA shared decision making committee (Steering) assists instructors in serving students' needs through arrange professional development, leading workshops and presentations, and mentoring new teachers. The members of our Steering committee oversee the DA policies and procedures and make recommendations. The Steering committee meets every first Wednesday. The leadership team analyzes teacher and student data to make decisions on which professional development should be provided throughout the school year. Feedback on the professional development is requested so that next steps can be identified and ensure appropriate support is being provided.

The members of the Leadership team support the school operations and the School Improvement Plan (SIP). The Administrative team members Jackie Cornelius, Jacki Cinotti, Melanie Hammer serve as instructional leaders as we conduct classroom visits for focused walk-throughs, informal and formal observations where specific feedback is given regarding teaching and learning. We look for evidence of the Four Pillars of excellent instruction: Student Engagement, Demonstrating Understanding, Rigor and Taking Ownership when using the rubric of the CAST evaluation system. Through the observation and walk-through process, model teachers are identified and given additional responsibilities including mentoring new teachers, leading Professional Learning Communities (PLCs), and assisting with Professional Development (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.

We meet as an entire faculty during pre-planning to discuss and analyze data and support offered at Douglas Anderson. Jackie Cornelius leads in the assignment of responsibilities and the alignment of resources. The administrative team, along with members of the specific department screen potential teachers to make sure that they are a "best fit" for the teaching staff. We provide support for new teachers with mentors, district content specialist, and specific feedback through classroom observations. We coordinate our materials through each department and supplement our materials through funds appropriated to the school.

Built into our daily schedule is an opportunity for support, remediation, and enrichment known as Power Hour. Students are empowered to attend either an enrichment or remediation session every day during this time block. Teachers are available to provide students with additional support, provide additional time for make up assignments and assessments. Various enrichment sessions are offered during this time in the arts areas and through club meetings.

SAI Funds are used to provide tutoring for our students who have not passed an assessment required for graduation, as well as ramp up sessions before all state assessments. Tutoring is provided after school, on Saturdays, and as pull outs of a specific course. The meeting schedules are planned by each department and generally start about 6 weeks prior to the assessment window. The Leadership Team oversees all remediation sessions to ensure students are attending and monitor the data to determine if the meetings are effective.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jackie Cornelius	Principal
Deborah Knauer	Business/Community
Carol Garner	Parent
Nathlyn Hemmingway	Parent
Carol Sumpter	Parent
Warren Hodge	Business/Community
Gary Merritt	Business/Community
Martin Wander	Business/Community
France Soper	Education Support Employee
Christina Parrish	Parent
Charles Raeford	Teacher
Eric McClure	Teacher
Carol Herman-Rubin	Parent
Elizabeth Augustus	Business/Community
Dave Baldwin	Parent
Vicki-Lynne Gloger	Business/Community
Mark MacLean	Parent
Lori Newton	Parent
Rose Nicholson-Stone	Business/Community
Marilyn Ogburn	Business/Community
Dorcas Tanner	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews our Douglas Anderson Data Story which consists of compiled data regarding the goals identified in last year's SIP. SAC members discuss the effectiveness of the strategies outlined based upon whether the targets were attained.

b. Development of this school improvement plan

The data shared with the SAC, School Advisory Committee, is also reviewed with the faculty and staff during the pre-planning sessions before the start of school year. Every department reviews and submits strategies regarding their role and responsibility to the implementation of the SIP. The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending, and 5) evaluating the school improvement plan. The SAC will meet monthly to assist with the targets listed on the school improvement plan.

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

The school's annual budget is determined by the district from our FTE. Once we have a budget and plan this information is presented to SAC and members of the committee give suggestions and input into how the funds are used.

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

School improvement funds last year were used to purchase student planners to help our students stay organized and record assignments and practice opportunities. Funds were also used to purchase specialized recycle/trash cans to improve culture and community at DA. In addition, funds were used to send select faculty to the Arts Schools Network annual conference. At this conference teachers were provided the opportunity to network with other professionals within their field. They are able to learn innovative strategies to bring back to their respective teams.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dvorak, Denise	Teacher, K-12
Hammer, Melanie	Assistant Principal
Cornelius, Jackie	Principal
Cowgill, Patti	Teacher, K-12
Sample, Jennifer	Teacher, K-12
Raeford, Charles	Dean
Anderson, Kathy	School Counselor
Swartz, Alison	Teacher, K-12
Cinotti, Jacquelyn	Assistant Principal

b. Duties

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

The LLT promotes literacy within the school by creating book study teams, providing professional development to the teachers, and encouraging the student body to read. Professional development is provided during faculty meetings as well as early release sessions to help teachers incorporate literacy across the curriculum. One focus of this team is to show that literacy should not just be promoted through the English classrooms, but all our classes and faculty should be involved in promoting literacy school wide. Students are encouraged to read more by having assignments in classes that include reading as well as having access to books in the Media Center and classroom libraries. Achieve 3000 is utilized by the ELA, Science, and Social Studies departments to promote literacy and reading comprehension. The student's lexile score is determined through level set in Achieve 3000 and the assignments are designed to meet students' needs based on their lexile scores.

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.

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

When there is an open position at Douglas Anderson the position is posted through the district website. Once we start getting applicants we set up interviews. All of our interviews include members from the administrative team as well as a member of the department, often the department chair. We have a standard set of questions we ask all applicants to ensure we can find the teacher that best fits with our schools program and department. When selecting a teacher we look at many different areas to ensure we select a highly qualified, in-field, effective teacher. We look at how the new hire will work with the existing department, their past experience, and what type of teaching style they implement in their classroom. Once we hire a new teacher we set them up with a mentor teacher to support them. Having mentor teachers for all new hires helps us retain teachers over the years. Our Professional Development Facilitator (PDF) and the New Teacher Development and Support Team meet regularly with our new hires and observe their classes to give them feedback and support needed. Administrators conduct walk throughs to see what professional development and support is needed.

Through the observation and walk-through process, model teachers are identified and given additional responsibilities including mentoring new teachers, leading Professional Learning Communities (PLCs), and assisting with Professional Development (PD).

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

During pre-planning a team, made up of our PDF, administrators, school counselors, and other teachers, host a new teacher orientation. During this orientation, new teachers are given a tour of the school, information about who to contact for various needs, and school policies and procedures. This orientation helps our news teachers become familiar with how things work at our school. At this meeting we also assign a mentor to every new teacher. New teachers are paired with a CET trained teacher in their department who has been at DA for at least 3 years. They meet as often as needed with their mentor as well as get observed by their mentor to determine what resources and professional development trainings are needed. Meetings with their mentor can include common planning, creating assessments, analyzing data, as well as providing support and teaching strategies. Our PDF meets with our new teachers monthly to review the requirements for the district's new teacher program and offer support and resources.

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.

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.

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:** 16,000

Math, Science, Social Studies, and ELA teachers hold after school tutoring sessions for the State assessments. These sessions review the standards that are covered on the assessment and teach students testing strategies. This time is also used for the remediation of students who may have fallen behind in the classroom.

Strategy Rationale

For students who have a difficult time mastering the standards during the regular school day, after school tutoring can give students the extra time needed to master the standards and gain a deeper understanding of testing strategies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hammer, Melanie, hammerm@duvalschools.org

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

Attendance sheets will be kept for each tutoring session to monitor how many students are taking advantage of these sessions. Assessment data will be collected and compared to benchmark data for the students who participated in the after school tutoring sessions. Comparing benchmark data to final data will help determine the effectiveness of the tutoring sessions.

Strategy: Extended School Day

Minutes added to school year: 4,000

Everyday, except early release, DA follows a power hour bell schedule. This schedule allows for 58 minutes of remediation and/or enrichment during the elongated lunch period.

Strategy Rationale

There is time built into the school day for remediation. This way students who are unable to stay after school or come on a Saturday still have opportunities for remediation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Raeford, Charles, raefordc1@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Attendance sheets will be kept for each power hour remediation session to monitor how many students are attending a remediation session. Teachers will monitor to ensure the students who are tagged for a session attend the session they were tagged for. Teachers will be able to see student growth through assessment data, classwork, homework, and classroom observations.

Strategy: Weekend Program

Minutes added to school year: 3,000

Douglas Anderson teachers will hold Saturday Ramp Up sessions for FSA Reading, Writing, Algebra I, Geometry, Algebra II, U.S. History and the Biology EOC. Students will meet at the school from 9am -2pm on the Saturday that the ramp up is being offered and participate in meaningful lessons and review sessions. Teachers will create lesson plans for these ramp up sessions that will include engaging activities.

Strategy Rationale

For students who are unable to master the standards during the regular school day, extra time can benefit them. Therefore, Saturday sessions can give students the extra time needed to master the standards and gain a deeper understanding of testing strategies. Many of our students participate in after school rehearsals and classes and are unable to stay for after school tutoring. Saturday sessions give an alternative to after school tutoring

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cinotti, Jacquelyn, cinottij@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Attendance sheets will be kept for each Saturday session to monitor how many students are taking advantage of these sessions. Assessment data will be collected and compared to benchmark data for the students who participated in the after school tutoring sessions. Comparing benchmark data to final data will help determine the effectiveness of the Saturday sessions.

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.

Students who come to DA in the 9th grade get support through the orientation process. At orientation, the week before school starts, 9th grade students get their schedules, IDs, textbooks, and lockers. Then they are able to walk the campus to find out where their classrooms are located. We have 11th and 12th grade students and teachers in the halls to help students locate their classes. During orientation we also hold a class meeting where we review expectations, policies, and procedures of Douglas Anderson. Once school starts each 9th grade student is paired with a senior buddy in their arts area. Their senior buddy is there to guide them, offer support, and answer any questions they have along the way.

For DA's seniors, multiple college nights are held each semester where college representatives come to DA and offer information regarding the various programs at each school. The school counseling department hosts various seminars to help seniors apply for college, financial aid, application and essay writing, and other important information to help seniors with the transition to college. School Counselors host weekly college boot camps where they are available to assist students with all

aspects of the college application process and FASFA. Naviance is a program DA uses to assist students with college and career inventories and keeping track with teacher recommendations.

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.

Our school counselors meet individually with every student to ensure that they are taking meaningful, relevant, and rigorous courses based on the students' course of study and future goals. We use teacher, parent and counselor recommendations for course selections, as well as review data from FSA, EOC, SAT/ACT, Achieve 3000 and transcripts. School Counselors conduct classroom guidance lessons where they promote college and career activities with the classes to help build awareness. School Counselors host parent nights, once per semester, to education parents on college and career planning. In addition, all arts areas conduct college nights as well as counsel students one-on-one about their future college/career options, as well as track their students from 9-12 grades. Teachers are provided with post-secondary readiness data in order to reach out to those students who are not post-secondary ready and encourage them to take the assessments to become post-secondary ready. During these meetings teachers take the opportunity to explain why achieving a post-secondary readiness score is important.

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

Our students are enrolled based on acceptance into one of eight art areas. We have created an extensive Curriculum Guide that outlines each course required specifically for each art area along with a rigorous academic schedule. All departments integrate "real life" scenarios within lessons. Through our Cinematic Arts program our students are able to get industry certification in Photoshop or Premiere.

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

Real life applications are taught in all area-academics and the arts. Through arts area classes students are taught about careers in that art field, while academic classes implement real world problem solving and innovative thinking for students to use long after they graduate. School counselors invite professionals from specific areas to attend power hour sessions. During these sessions students are able to learn more about the profession and what is needed to be in that profession. The process for applying to colleges are also offered during power hour sessions.

A workshop is conducted where students are taught how to read the scoring associated with the PSAT and how this scoring relates to the SAT assessment. The School Counseling Office educates students on the importance of being post-secondary ready and the scores needed to reach PSR status.

Counselors maintain a blog focused on upcoming scholarship opportunities, college visits, and other important information related to graduation and course requirements.

Guest artists and other community professionals are invited to provide lessons and a variety of information on how to be successful after high school.

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.

- Using DA as an SAT Center allows students a familiarity when testing and encourages them to register for the test.
- Credit checks one-on-one by a School Counselor
- Guidance, administration, and teachers encourage students to become post-secondary ready (PSR) through regular monitoring and mentoring
- Scores needed to achieve PSR status are posted on a designated bulletin board
- Class meetings are held where students learn more about post-secondary options
- All sophomores and juniors will take the PSAT
- Art area departments require juniors and seniors to keep a post secondary readiness portfolio
- College application work sessions – after school, during power hour, and through classroom guidance
- Parent information nights where college information and PSR scores are shared

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.** The 2017 graduating class will be 95% post-secondary ready in reading and 80% post-secondary ready in math and meet the criteria of acceptance into colleges, universities, and conservatories with top notch art programs.
- G2.** If all curriculum is implemented with fidelity then student achievement will increase.
- G3.** If students are post-secondary ready, then graduation rate and the number of graduates accepted to college 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. The 2017 graduating class will be 95% post-secondary ready in reading and 80% post-secondary ready in math and meet the criteria of acceptance into colleges, universities, and conservatories with top notch art programs. 1a

G086596

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
Postsecondary Enrollments	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent and student involvement when it comes to testing dates, times, and fees
- Lack of awareness on the importance of students being psr
- Lack of resources, including time, to accommodate all spring testing requirements

Resources Available to Help Reduce or Eliminate the Barriers 2

- Funding for students who cannot afford the assessments
- Time for RTI - power hour
- Workshops and conferences designed for arts school, arts teachers, and arts administrators

Plan to Monitor Progress Toward G1. 8

Percent of students who have tested at the postsecondary readiness level

Person Responsible

Jacquelyn Cinotti

Schedule

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

Evidence of Completion

Data will show increasing percents

Plan to Monitor Progress Toward G1. 8

Percentage of students who are accepted into Colleges, universities, and conservatories with stellar arts programs.

Person Responsible

Jackie Cornelius

Schedule

Daily, from 10/1/2016 to 6/3/2017

Evidence of Completion

Students will submit documentation of acceptance into top college, universities, and conservatories with stellar arts programs.

G2. If all curriculum is implemented with fidelity then student achievement will increase. 1a

G086597

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time due to complex art scheduling and singleton courses.
- Lack of strategies for integrating academic standards into the arts curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC work

Plan to Monitor Progress Toward G2. 8

Department data - students learning gains, Achieve 3000 scores, baseline, common assessments

Person Responsible

Melanie Hammer

Schedule

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

Evidence of Completion

Data from performance matters

G3. If students are post-secondary ready, then graduation rate and the number of graduates accepted to college will increase. 1a

G086598

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	98.0
College Readiness Reading	90.0
College Readiness Mathematics	85.0

Targeted Barriers to Achieving the Goal 3

- Students who scored level 1 or 2 on FSA Reading
- Poor test taking skill

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources provided by publisher
- Achieve 3000
- Tutoring sessions - Saturday and after school
- Interactive Labs

Plan to Monitor Progress Toward G3. 8

Class grades and assessment data.

Person Responsible

Kathy Anderson

Schedule

Quarterly, from 8/24/2016 to 6/10/2017

Evidence of Completion

Gradebooks, performance matters

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. The 2017 graduating class will be 95% post-secondary ready in reading and 80% post-secondary ready in math and meet the criteria of acceptance into colleges, universities, and conservatories with top notch art programs. **1**

 **G086596**

G1.B1 Lack of parent and student involvement when it comes to testing dates, times, and fees **2**

 **B230137**

G1.B1.S1 School Counselors will contact families of students who are not post-secondary ready to help them register for the test. **4**

 **S242783**

Strategy Rationale

Identifying students who have not taken the ACT or SAT and meeting with them one-on-one will encourage them to sign up and take the assessment.

Action Step 1 **5**

School Counselors will identify and meet with all students, and their families, who are not PSR and help them sign up for the assessment.

Person Responsible

Jacquelyn Cinotti

Schedule

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

Evidence of Completion

Percentage of students who are PSR

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

Track the percent of students who are PSR and are registered for the SAT/ACT regularly.

Person Responsible

Kathy Anderson

Schedule

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

Evidence of Completion

Percentage of students who are PSR would increase monthly as would the number of students taking the assessment.

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

Data will be pulled monthly for PSR and percent of students registered to take the assessments.

Person Responsible

Kathy Anderson

Schedule

Monthly, from 8/24/2016 to 6/3/2017


Evidence of Completion

Percent of students who achieve PSR levels will increase month to month.

G1.B2 Lack of awareness on the importance of students being psr **2**

 B230138

G1.B2.S1 Attend professional development specific to the arts, such as the Arts Schools Network. **4**

 S242784

Strategy Rationale

Gain information that is geared specifically to arts schools to help improve acceptance into top colleges, universities, and conservatories with stellar arts programs.

Action Step 1 **5**

Attend the annual Arts Schools Network Conference with faculty and administration

Person Responsible

Jackie Cornelius

Schedule

On 10/30/2016

Evidence of Completion

Bring back information from the conference and present at a faculty meeting regarding the importance of PSR in arts schools.

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

Those who attended the training will then train the faculty and staff of DA - sharing what was learned and how it can be implemented at DA.

Person Responsible

Jackie Cornelius

Schedule

On 10/1/2016

Evidence of Completion

Faculty Meeting Minutes, implementation of new programs based on new strategies learned.

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

New programs will be monitored to determine effectiveness

Person Responsible

Jackie Cornelius

Schedule

Daily, from 10/1/2016 to 10/1/2016

Evidence of Completion

Percent of students who are accepted into top colleges, universities, and conservatories with stellar art programs.

G1.B3 Lack of resources, including time, to accommodate all spring testing requirements 2

 B230139

G1.B3.S1 Purchase more laptop carts 4

 S242785

Strategy Rationale

More laptop carts would allow flexibility in the testing schedule and allow more students to test.

Action Step 1 5

Purchase additional laptop carts

Person Responsible

Jackie Cornelius

Schedule

On 1/2/2017

Evidence of Completion

Having more carts on campus

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

Monitor funds to determine if there is enough to purchase carts

Person Responsible

Jackie Cornelius

Schedule

On 12/16/2016

Evidence of Completion

Laptop carts being purchased

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

Monitor funds and number of laptops

Person Responsible

Jackie Cornelius

Schedule

On 12/6/2016

Evidence of Completion

Number of computers

G1.B3.S2 With AP, FSA, state EOCs, and district EOCs in April and May, we will offer the PERT test prior to these busy month and after school. [copy] 4

S242786

Strategy Rationale

Since students are taking other assessments in April and May we must find other times for them to sit for the PERT.

Action Step 1 5

Create a PERT schedule

Person Responsible

Jacquelyn Cinotti

Schedule

Monthly, from 10/19/2016 to 6/2/2017

Evidence of Completion

Number of tokens used and percent of students psr

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Track percentage of students tested and percent of students who are psr.

Person Responsible

Jacquelyn Cinotti

Schedule

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

Evidence of Completion

Data will be collected on how many students take the assessment and how many earn the psr score.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Percentage of students tested psr

Person Responsible

Jacquelyn Cinotti

Schedule

Monthly, from 9/19/2016 to 6/2/2017


Evidence of Completion

Data collected from test scores.


G2. If all curriculum is implemented with fidelity then student achievement will increase. 1

 G086597

G2.B1 Lack of common planning time due to complex art scheduling and singleton courses. 2

 B230140

G2.B1.S1 Use Early Release time for common planning. All departments close for power hour one day per week to allow for common planning. 4

 S242787

Strategy Rationale

Allows teachers to work together to create common lesson plans and assessments.

Action Step 1 5

Early release common planning time and power hour sessions

Person Responsible

Melanie Hammer

Schedule

Monthly, from 8/25/2016 to 6/3/2017

Evidence of Completion

Minutes from common planning meetings.

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

Departments submit minutes and the administrative team sits in on meetings during ER time.

Person Responsible

Melanie Hammer

Schedule

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

Evidence of Completion

Minutes from meetings will be collected

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

Administration will participate and provide support during department meetings.

Person Responsible

Melanie Hammer

Schedule

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

Evidence of Completion


Minutes and observations

G2.B2 Lack of strategies for integrating academic standards into the arts curriculum **2**

 B230141

G2.B2.S1 Attend professional development specific to the arts, such as the Arts Schools Network. [copy]

4

 S242788

Strategy Rationale

Gain information that is geared specifically to arts schools and integrating academic standards into the arts curriculum.

Action Step 1 **5**

Attend the annual Arts Schools Network Conference with faculty and administration

Person Responsible

Jackie Cornelius

Schedule

On 10/30/2016

Evidence of Completion

Bring back information from the conference and present at a faculty meeting regarding the importance of PSR in arts schools.

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

Those who attended the training will then train the faculty and staff of DA - sharing what was learned and how it can be implemented at DA.

Person Responsible

Jackie Cornelius

Schedule

On 10/1/2016

Evidence of Completion

Faculty Meeting Minutes, implementation of new programs based on new strategies learned.

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

New programs will be monitored to determine effectiveness

Person Responsible

Jackie Cornelius


Schedule

Daily, from 10/1/2016 to 10/1/2016

Evidence of Completion

Percent of students who are accepted into top colleges, universities, and conservatories with stellar art programs.


G3. If students are post-secondary ready, then graduation rate and the number of graduates accepted to college will increase. 1

 G086598

G3.B1 Students who scored level 1 or 2 on FSA Reading 2

 B230142

G3.B1.S1 Use intensive reading course and Achieve 3000 to improve lexile levels 4

 S242789

Strategy Rationale

Use strategies to increase student reading level

Action Step 1 5

Use Achieve 3000 in all English, Intensive Reading, Social Studies, and Science classes

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/24/2016 to 6/10/2017

Evidence of Completion

Achieve 3000 reports from database

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

Check lesson plans, student work, and Achieve 3000 reports

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/24/2016 to 6/10/2017

Evidence of Completion

Lab reports and interactive journals

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

Monitor mid year scrimmage data to determine growth and aread of conern.

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/24/2016 to 6/10/2017

Evidence of Completion

Data chats during PLC or Early Release and Achieve 3000 reports

G3.B1.S2 Require probation students to regularly attend power hour sessions **4**

 S242790

Strategy Rationale

Provides probation students with the extra help they need.

Action Step 1 **5**

Probation students are provided with a card that must be stamped by the teacher providing the remediation session. These cards are submitted weekly to school counselors to monitor.

Person Responsible

Kathy Anderson

Schedule

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

Evidence of Completion

Power hour cards collected

Plan to Monitor Fidelity of Implementation of G3.B1.S2 **6**

School counselors will monitor the cards to ensure students are attending required sessions.

Person Responsible

Kathy Anderson

Schedule

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

Evidence of Completion

Cards collected

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitor the cards that are turned in. Students who do not attend required sessions are referred to the Dean.

Person Responsible

Charles Raeford

Schedule











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

Evidence of Completion

Meeting notes from Dean meeting

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M324843	New programs will be monitored to determine effectiveness	Cornelius, Jackie	10/1/2016	Percent of students who are accepted into top colleges, universities, and conservatories with stellar art programs.	10/1/2016 daily
G1.B2.S1.MA1 M324844	Those who attended the training will then train the faculty and staff of DA - sharing what was...	Cornelius, Jackie	10/1/2016	Faculty Meeting Minutes, implementation of new programs based on new strategies learned.	10/1/2016 one-time
G2.B2.S1.MA1 M324853	New programs will be monitored to determine effectiveness	Cornelius, Jackie	10/1/2016	Percent of students who are accepted into top colleges, universities, and conservatories with stellar art programs.	10/1/2016 daily
G2.B2.S1.MA1 M324854	Those who attended the training will then train the faculty and staff of DA - sharing what was...	Cornelius, Jackie	10/1/2016	Faculty Meeting Minutes, implementation of new programs based on new strategies learned.	10/1/2016 one-time
G1.B2.S1.A1 A314176	Attend the annual Arts Schools Network Conference with faculty and administration	Cornelius, Jackie	10/1/2016	Bring back information from the conference and present at a faculty meeting regarding the importance of PSR in arts schools.	10/30/2016 one-time
G2.B2.S1.A1 A314180	Attend the annual Arts Schools Network Conference with faculty and administration	Cornelius, Jackie	10/1/2016	Bring back information from the conference and present at a faculty meeting regarding the importance of PSR in arts schools.	10/30/2016 one-time
G1.B3.S1.MA1 M324845	Monitor funds and number of laptops	Cornelius, Jackie	9/6/2016	Number of computers	12/6/2016 one-time
G1.B3.S1.MA1 M324846	Monitor funds to determine if there is enough to purchase carts	Cornelius, Jackie	9/6/2016	Laptop carts being purchased	12/16/2016 one-time
G1.B3.S1.A1 A314177	Purchase additional laptop carts	Cornelius, Jackie	9/6/2016	Having more carts on campus	1/2/2017 one-time
G2.MA1 M324855	Department data - students learning gains, Achieve 3000 scores, baseline, common assessments	Hammer, Melanie	9/6/2016	Data from performance matters	6/2/2017 biweekly
G1.B1.S1.MA1 M324842	Track the percent of students who are PSR and are registered for the SAT/ ACT regularly.	Anderson, Kathy	8/24/2016	Percentage of students who are PSR would increase monthly as would the number of students taking the assessment.	6/2/2017 monthly
G1.B1.S1.A1 A314175	School Counselors will identify and meet with all students, and their families, who are not PSR and...	Cinotti, Jacquelyn	8/24/2016	Percentage of students who are PSR	6/2/2017 monthly
G2.B1.S1.MA1 M324851	Administration will participate and provide support during department meetings.	Hammer, Melanie	9/6/2016	Minutes and observations	6/2/2017 biweekly
G2.B1.S1.MA1 M324852	Departments submit minutes and the administrative team sits in on meetings during ER time.	Hammer, Melanie	9/6/2016	Minutes from meetings will be collected	6/2/2017 biweekly
G1.B3.S2.MA1 M324847	Percentage of students tested psr	Cinotti, Jacquelyn	9/19/2016	Data collected from test scores.	6/2/2017 monthly
G1.B3.S2.MA1 M324848	Track percentage of students tested and percent of students who are psr.	Cinotti, Jacquelyn	9/9/2016	Data will be collected on how many students take the assessment and how many earn the psr score.	6/2/2017 monthly
G1.B3.S2.A1 A314178	Create a PERT schedule	Cinotti, Jacquelyn	10/19/2016	Number of tokens used and percent of students psr	6/2/2017 monthly
G3.B1.S2.MA1 M324858	Monitor the cards that are turned in. Students who do not attend required sessions are referred to...	Raeford, Charles	8/22/2016	Meeting notes from Dean meeting	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1  M324859	School counselors will monitor the cards to ensure students are attending required sessions.	Anderson, Kathy	8/22/2016	Cards collected	6/2/2017 weekly
G3.B1.S2.A1  A314182	Probation students are provided with a card that must be stamped by the teacher providing the...	Anderson, Kathy	8/22/2016	Power hour cards collected	6/2/2017 weekly
G1.MA2  M324850	Percentage of students who are accepted into Colleges, universities, and conservatories with...	Cornelius, Jackie	10/1/2016	Students will submit documentation of acceptance into top college, universities, and conservatories with stellar arts programs.	6/3/2017 daily
G1.B1.S1.MA1  M324841	Data will be pulled monthly for PSR and percent of students registered to take the assessments.	Anderson, Kathy	8/24/2016	Percent of students who achieve PSR levels will increase month to month.	6/3/2017 monthly
G2.B1.S1.A1  A314179	Early release common planning time and power hour sessions	Hammer, Melanie	8/25/2016	Minutes from common planning meetings.	6/3/2017 monthly
G3.MA1  M324860	Class grades and assessment data.	Anderson, Kathy	8/24/2016	Gradebooks, performance matters	6/10/2017 quarterly
G3.B1.S1.MA1  M324856	Monitor mid year scrimmage data to determine growth and aread of conern.	Hammer, Melanie	8/24/2016	Data chats during PLC or Early Release and Achieve 3000 reports	6/10/2017 quarterly
G3.B1.S1.MA1  M324857	Check lesson plans, student work, and Achieve 3000 reports	Hammer, Melanie	8/24/2016	Lab reports and interactive journals	6/10/2017 quarterly
G3.B1.S1.A1  A314181	Use Achieve 3000 in all English, Intensive Reading, Social Studies, and Science classes	Hammer, Melanie	8/24/2016	Achieve 3000 reports from database	6/10/2017 quarterly
G1.MA1  M324849	Percent of students who have tested at the postsecondary readiness level	Cinotti, Jacquelyn	8/24/2016	Data will show increasing percents	8/24/2017 monthly

V. Professional Development Opportunities

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

G1. The 2017 graduating class will be 95% post-secondary ready in reading and 80% post-secondary ready in math and meet the criteria of acceptance into colleges, universities, and conservatories with top notch art programs.

G1.B2 Lack of awareness on the importance of students being psr

G1.B2.S1 Attend professional development specific to the arts, such as the Arts Schools Network.

PD Opportunity 1

Attend the annual Arts Schools Network Conference with faculty and administration

Facilitator

Arts Schools Network

Participants

Administration and select art teachers

Schedule

On 10/30/2016

G2. If all curriculum is implemented with fidelity then student achievement will increase.

G2.B2 Lack of strategies for integrating academic standards into the arts curriculum

G2.B2.S1 Attend professional development specific to the arts, such as the Arts Schools Network. [copy]

PD Opportunity 1

Attend the annual Arts Schools Network Conference with faculty and administration

Facilitator

Arts Schools Network

Participants

Administration and select art teachers

Schedule

On 10/30/2016

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	School Counselors will identify and meet with all students, and their families, who are not PSR and help them sign up for the assessment.	\$0.00
2	G1.B2.S1.A1	Attend the annual Arts Schools Network Conference with faculty and administration	\$0.00
3	G1.B3.S1.A1	Purchase additional laptop carts	\$0.00
4	G1.B3.S2.A1	Create a PERT schedule	\$0.00
5	G2.B1.S1.A1	Early release common planning time and power hour sessions	\$0.00
6	G2.B2.S1.A1	Attend the annual Arts Schools Network Conference with faculty and administration	\$0.00
7	G3.B1.S1.A1	Use Achieve 3000 in all English, Intensive Reading, Social Studies, and Science classes	\$0.00
8	G3.B1.S2.A1	Probation students are provided with a card that must be stamped by the teacher providing the remediation session. These cards are submitted weekly to school counselors to monitor.	\$0.00
Total:			\$0.00