Young Mens/Womens Leadership Academy At Eugene J Butler

2016-17 Schoolwide Improvement Plan

Young Mens/Womens Leadership Academy At Eugene J Butler

900 ACORN ST, Jacksonville, FL 32209

http://www.duvalschools.org/ymwla

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)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18
Grade	C

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 12/17/1901.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Young Mens/Womens Leadership Academy At Eugene J Butler

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.

Young Men's Leadership Academy
To teach, model, and inspire young men to be focused and committed to the pillars of honor, scholarship, and service.

Young Women's Leadership Academy
We are committed to providing all students with innovative strategies to promote academic success. Students will have the opportunity to develop leadership skills and apply them in school and throughout the community.

b. Provide the school's vision statement.

Young Men's Leadership Academy
Vision Statement: Every student is inspired and prepared for success in college or a career, and life.

Young Women's Leadership Academy
To become a world class single gender middle school.

2. School Environment

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

Teachers are afforded numerous opportunities to build positive teacher student relationships.As a single gender academy, teachers are trained on ways to connect with their students via gender based strategies.

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

All teachers are trained on Single Gender strategies and ways to connect with students specific to the gender they are teaching. In addition to Single Gender professional development, teachers are trained in CHAMPS to assist in unwanted student behavior throughout the instructional day. Teachers received Tough Kids training where they were trained to discipline with dignity. All teachers received Code of Conduct Training to become aware of ways to keep students safe.

During the first week of school all students participated in a schoolwide discipline assembly where students were educated on the Student Code of Conduct and ways to stay safe at school.

Before School:
All designated faculty and staff report to assigned duty stations throughout the building.Duty stations are identified to ensure there is sufficient adult supervision throughout campus.
Students enrolled in the Young Men's Academy assemble in the auditorium; while students assigned to the Young Women's Academy assemble in the cafeteria.Prior to leaving morning intake all students recite Leadership Creeds specific to their gender, setting the behavioral expectation of the day.

During the School Day:

Within the classroom teachers are encouraged to use student names and create a seating chart to minimizes off task behaviors. All classrooms adopt school wide CHAMPs practices. YMLA teachers will utilize the behavior strategy called Meet at the Square. As a part of their classroom progressive discipline, teachers will have students complete a behavior reflection form and conference with the student about their disruptive behavior. Teachers are asked to keep a listening ear for situations that may need the attention of the counselor or dean to resolve any conflict.

During hallway transition, Administration are strategically placed within the hall to monitor students and reduce unwanted behaviors. Students are released to transition in waves eliminating the entire student body being in the class at one time. Students are encouraged to to visit the Dean, Administration or School Counselor if ever they feel they need someone to talk to.

End of the School Day:
All students are dismissed in waves. All walkers and Car Riders are released at once. Bus Riders in YMLA are escorted to the Cafeteria, and YWLA Bus Riders escorted to the auditorium. After-school programs are released last. Administration is strategically placed throughout the building to ensure off task behaviors do not occur.

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

The Leadership Schools uses the districts plan for both school base and classroom behavioral protocols. All teachers must use CHAMPS to set the behavioral expectations. Any student in both YWLA and YMLA violation must first receive a warning. Second violation for all YWLA students would be a seat change, YMLA "Meet Me at the Square" this allows the young men to have a brief chat with teachers to correct their behavior. Third Violation would be a time out to a buddy teacher to complete reflection guide. and fourth violation iss a phone call home. Listed are the below are initiatives that are implemented at the school level:
1. Foundations - School Wide System
2. CHAMPs - Classroom rituals and routines
3. Restorative Justice - Behavioral Plan for students who fail to uphold the code of conduct.
4. Hero Points

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.

Students social-emotional needs are being met through school based counseling, mentoring, school-based partnerships that are used to eliminate all barriers that prevent students from being successful. At any time a teacher, student, or even a parent can refer a student to the counselor for assistance. Both schools hold monthly leadership seminars/symposiums on various topics based on the interest and needs of the student population.

YMLA has a comprehensive mentoring program called I AM (individuals achieving through mentoring). I AM allows middle school Young Men to serve as mentors to elementary students that attend S.P. Livingston. I AM pairs middle school Young Men with high school students to get mentored.

YWLA utilizes a peer mentoring system through societies. Groups within the school that are comprised of 6th -8th grade students. Societies meet once a month to discuss social needs that effect the effect middle school aged girls, using lessons from the Ophelia Project. 8th grade students mentor 6th and 7th grade students within their societies.

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 – Teachers meet to discuss student attendance concerns and possible strategies for improvement. Teachers make calls regarding attendance concerns regardless of whether the absence is excused or a result of out of school suspension. Teachers refer students to the school counselor and administrators. The school runs attendance reports for 5 or more absences, sends warning letters to parents, offers parent/teacher conference opportunities, sets truancy meetings.

One or more suspensions – Students lose privileges, warnings are discussed with students and parents, behavior contracts signed by both the parent and student, counseling, parent conferences, restorative practices and peer mediation, and MTSS meetings set for student concerns.

Course failure in ELA or Math – Teachers meet quarterly to discuss failing students and possible strategies and plans for remediation. Remediation is scheduled weekly during differentiated instruction and data chats with students are conducted. Teachers make parent contact when students receive F's and parent conferences are made when necessary. Students with failing grades sometimes lose privileges and rewards.

Level 1 on statewide assessment – Intensive reading and mathematics courses, DI remediation for struggling students, bottom quartile students paired with mentors for extra data chats, guidance & counseling, reading interventionist targets tier 3 students for small group.

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension	0	0	0	0	0	0	6	7	5	0	0	0	0	18
One or more suspensions, whether in school or out of school	0	0	0	0	0	0	45	39	27	0	0	0	0	111
Course failure in English Language Arts or mathematics	0	0	0	0	0	0	8	9	7	0	0	0	0	24
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics	0	0	0	0	0	0	74	65	39	0	0	0	0	178

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	
	0	0	0	0	0	0	16	18	14	0	0	0	0	48

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

Teachers will have real-time data chats with students to immediately address students' learning gaps. The data from all core content will assist teachers in identifying students who need assistance and support in their course. Teachers will use differentiated instruction by implementing rotational stations in which student academic needs based on assessment results will be addressed. Teacher will also attend parent teacher conferences to address the needs of struggling students.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/320794.

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

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

Monthly meetings are held with business partners to increase communication and coordinate calendars of events that will occur on the campus. Principals meet with community partners to look at the resources that are necessary to increase academic success.

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
Moreland, Truitte	Principal
Williams, Tamara	Principal
Maldonado, Rachel	Assistant Principal
Matthews, Chelsea	Assistant Principal
Kieffer, Kassandra	Instructional Coach
Thomas, Tangelar	Instructional Coach
Roberson, Mack	Dean

b. Duties

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

The team consists of both building principals and administrators plus a team of teachers that come from each grade and core content area as well as each school: Moreland (Principal), Williams (Principal), Matthews (Assistant Principal), Maldonado (Assistant Principal), Thomas (Math Coach), Keiffer (Reading Coach),, Roberson (Dean), Williams (Dean), Denson-Butler (Testing), Mummey-Thomas (ESE Chair), Ansley (Counselor YWLA), Upton (Counselor YMLA),

Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Schools at Eugene J. Butler Middle School and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive. As teams begin to move into tier two or three supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions.

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.

Administration and the Leadership team monitor the effectiveness of the SIP and MTSS supports on a frequent and regular basis, meeting biweekly to discuss findings and problem solve. Data based decision making framed the master schedule, as students' Lexile levels and iReady scores were used to determine reading and math placement. Leadership monitors core instruction for effectiveness by observing classrooms, reviewing lesson plans, and student work products. Further consideration is based on assessment results.

The effectiveness of resource allocation is monitored by the administrators and district. YWLA/YMLA has resources such as ESE teachers, coaches, counselors, and after school BOLD ("Building Our Limitless Dreams"-B.O.L.D) and City Year. Teacher support systems such as professional development and mentoring are monitored for effectiveness by the Leadership team through the use of observations, conferences, peer support and collaborative opportunities. The meeting of small group and individual student needs is monitored for effectiveness by teachers primarily, as well as coaches, guidance, and administrators. Students are provided additional support via Saturday School and after school tutoring with City Year and Bold.

Services are provided to ensure students requiring additional remediation have access to before school tutoring and after-school programs which a Boys and Girls Club affiliated program BOLD, College Reach Out Program (CROP), Achievers For Life (AFL), City Year corp members, S.O.A. R. and Saturday Academy Title I funds are used to provide teachers with on-going professional development and to purchase supplemental materials for teachers, tutoring sessions and Saturday School Academy. Plus, these funds provide additional instructional personnel for teachers and students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Truitte I. Moreland	Principal
Mack Roberson	Teacher
Tamara Williams	Principal
Hank Rogers	Business/Community
Jordan Baker	Business/Community
Monique Tookes	Parent
Keven Burenett	Education Support Employee
Brenda Bellard	Business/Community
Cyrus Tookes	Parent
Nicholas Brown	Student
Stephanie Phillips	Parent
Stephen Lewis	Parent

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 will be given a copy of the 2016-2017 School Improvement Plan to review during the first meeting. The principals will go over the document and highlight accomplishments and areas that need continual attention throughout the 2016-2017 school year.

The revision of the School Improvement Plan will consist of input from the SAC members. As a faculty and staff complete designated portions, SAC will have the opportunity to review the final document.

SAC will meet the third Tuesday of each month to discuss the state of the school. Each month the SAC will make recommendations to the Principal for improving and supporting the school.

b. Development of this school improvement plan

The School Advisory Council (SAC) will work with the Leadership Team in designing and developing goals to increase academic success and parental involvement. During the meeting the principals will discuss the SIP with the SAC committee and take suggestions on increasing instruction.

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

The school adhere's to both state and district budgeting guidelines.

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

Funding for SAC will assist with incentives that will be provided to both parents and students to improve the learning experience for all learners.

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
Moreland, Truitte	Principal
Williams, Tamara	Principal
Ansley, Patricia	School Counselor
Nesmith, Elanna	Teacher, ESE

b. Duties

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

The major initiative of the LLT is to increase literacy across content areas by utilizing best practices for reading and writing instruction across all content areas. With a focus on cross-curricular lessons that use reading strategies, while expanding student academic vocabulary through vocabulary acquisition. The school reading targets are to increase the number of students meeting proficiency in Reading to 35%, increase the number of students making learning gains in reading to 62% and increase the number of lowest 25% making learning gains in reading to 73%. The LLT course of action is to promote literacy through various activities such as: 25 Book Campaign and School-wide Reading/Instructional Strategies.

Teachers will participate in researched-based professional development to improve reading and writing instruction in their content. Lesson Studies will be used to provide lesson implementation with fidelity to improve instructional delivery and create strategic intervention for struggling or novice teachers to improve academic reading. The following school wide strategies will be used to improve students reading levels: dialectical journaling, annotating the text and interactive journaling. Reading, Science, Social Studies teachers will use the Achieve3000 program to pull high engaging informational text to strengthen students critical reading skills.

A secondary initiative is to increase literacy engagement and build lifelong readers by increasing positive experiences and celebrating reading success. The LT course of action is to promote positive literacy experiences through various activities such as: The Literacy Campaign Kick-Off in September will jump start the initiatives of the LT by sharing the calendar of events with the students. The LT will also facilitate an evening event to celebrate reading and reach out to families and community members, such as Literacy Parent Night. Other activities for student engagement are Character/ Author Dress-up Day, and the 25 book campaign.

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

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

YWLA/YMLA at Eugene J. Butler Middle School strategic plan to improve positive relationships with teachers the staff has been broken down into two schools with more direct access to the schools administrative staff.

Teachers have planning with other content and with their grade level peers; which increases the teachers opportunity to work with other instructors and plan both cross-curricular lessons and participate in Lesson Studies to improve teaching and learning.

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

Strategy Person Reponsible
1. Recruit via Interview process/ referrals Principals
2. Recruit via Teach for America Principals
3. Retain via Teacher Induction Program Professional Development Facilitator
4. Retain via Mentoring/ Coaching Assistant Principals
5. Retain via teaming and collaboration Team Leaders
6. Provide on-going PD Principal, AP's, Reading and Math Coach

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

The Mentoring Program (MINT) at YWLA/YMLA at Eugene J. Butler Middle School supports new teachers as they navigate through their first year teaching. MINT participants (novice teachers and mentors) meet the monthly as a group. In the meetings, novice teachers learn about the program expectations and tasks and how these are integrated into their daily work.

Professional development, led by the Professional Development Facilitator and Mentors, is provided on topics such as classroom management, differentiation, student work and data, ESE awareness and implementation, to navigating Performance Matters and FOCUS.

Mentors are the backbone of this program as they meet weekly with their mentee to provide advice, feedback, and a listening ear. Mentors observe their mentee four times during the year and guide them in the selection of the required four focus observations of peers. Mentors are paired with new teachers as closely as possible by content and grade level. Teachers are supported as they learn to implement and demonstrate proficiency in the six accomplished practices. In year one, teachers focus on quality instruction, learning environment and ethics and in year two, they address instructional delivery and facilitation, assessment, and continuous improvement of instructional delivery.

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.

YWLA/YMLA at Eugene J. Butler Middle School's core teachers were provided intense coaching on the Florida standards and work with either a school-base or district academic coach to ensure alignment. Administration monitors teacher's lesson plans and conducts informal and formal observations. Feedback is provided to teachers on how to improve instruction and align lessons to the state 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 and school based leadership team will be trained in how to use Performance Matters (district data) to create a diverse instructional plan. Teachers will use data to drive instruction through small groups and creating stations to improve teaching and learning for all students.

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:

During the school day, City Year corps members are attached to the ELA/Math teachers that provide instruction for our lowest quartile and bubble students. The City Year members provide small group and one-on-one instruction to those struggling students.

Strategy Rationale

To improve students ability to read and compute mathematics at grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected informally and formally through observations of teachers and City Year personnel. On a weekly basis, we conduct meetings to discuss strengths and weaknesses, as well as, next steps. Using the data, we make sound instructional decisions to improve student performance. Achieve3000 level set assessments and i-Ready assessments will be used to track the academic growth of students. The data is analysed using the Florida Continuous Improvement Model. Students are grouped based on their academic needs and teachers provide interventions that are aligned to the standards.

Strategy: After School Program

Minutes added to school year:

We have several after-school programs that provide additional academic support to students, such as, "Building Our Limitless Dreams" (BOLD program), College Reach-Out Program, Achievers for Life, Students. Outreach. Achieve. Results. (SOAR program), and Saturday School.

Strategy Rationale

To improve students ability to read and compute mathematics at grade level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Achieve3000 level set assessments and i-Ready assessments will we used to track the academic growth of students. The data is analysed using the Florida Continuous Improvement Model. Students are grouped based on their academic needs and teachers provide interventions that are aligned to the standards.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The majority of 6th grade who attend the Leadership Schools are enrolled in an elective course that addresses their transition to middle school. Students are provided with skills and strategies on being successful throughout their middle and high school career.
The majority of 8th grade students are enrolled in a Leadership course to help prepare their transition from middle to high school. Throughout the course students will have the opportunity to visit various high school programs and determine the school that best fits their academic and career needs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school promotes academic and career planning by scheduling qualified students in high school courses. This will allow students to gain high school credits for graduation and allow students the flexibility to take meaningful personalized high school courses.

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

We have a college readiness program through YWLA/YMLA at Eugene J. Butler through our leadership and transition courses that address the students academic needs. The program encourages those students who have the ability to succeed, but need a support system and

organizational skills. This program provides students the opportunity to acquire those critical skills in preparation for both high school and career/college.

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

Students will have the opportunity to enroll in a career technical course.

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.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers implement single gender and leadership strategies, as well as utilize the school wide CHAMPS management plan, then we will meet or exceed our targets.

G2.   If we plan and deliver rigorous lessons that are aligned to the content standards and employ strategic instructional best practices then we will meet or exceed our targets.

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 all teachers implement single gender and leadership strategies, as well as utilize the school wide CHAMPS management plan, then we will meet or exceed our targets. 1a

🔍 G086599

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	400.0
School Climate Survey - Student	68.0

Targeted Barriers to Achieving the Goal 3

- Training for teachers on single gender strategies is nonexistent.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Single Gender Coach

- Other single gender schools in the state of Florida.

Plan to Monitor Progress Toward G1. 8

We will monitor Discipline and Assessment Data monthly.

Person Responsible
Tamara Feagins

Schedule
Monthly, from 9/2/2016 to 6/17/2017

Evidence of Completion
Focus and Performance Matters will be used to access and track the students' progress.

G2. If we plan and deliver rigorous lessons that are aligned to the content standards and employ strategic instructional best practices then we will meet or exceed our targets. 1a

🔍 G086600

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	75.0
FCAT 2.0 Science Proficiency	37.0
FSA Mathematics Achievement	45.0
ELA Achievement District Assessment	40.0

Targeted Barriers to Achieving the Goal 3

- Various understandings of what rigor means. Inconsistent use of data to develop differentiated tasks.

- Teachers believe that their lessons and instruction lacks a level of autonomy. Teachers need to comfortable making instructional adjustments and defending their reasoning for said adjustments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly effective teachers, instructional coaches, district specialists, and administration.

Plan to Monitor Progress Toward G2. 8

Teacher observations will be used to determine the progress towards the goal.

Person Responsible

Truitte Moreland

Schedule

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

Evidence of Completion

Teacher observations will reflect that the four pillar look-fors are evident in classrooms.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If all teachers implement single gender and leadership strategies, as well as utilize the school wide CHAMPS management plan, then we will meet or exceed our targets. 1

🔑 G086599

G1.B1 Training for teachers on single gender strategies is nonexistent. 2

🔑 B230145

G1.B1.S1 Ensure that all teachers are utilizing single gender strategies in all classrooms. 4

🔑 S242793

Strategy Rationale

The theme of the school is built on the foundation of single gender research and strategies being used in all classes.

Action Step 1 5

Instructional Coaches infuse single gender strategies in Common Planning and Early Release PD

Person Responsible

Truitte Moreland

Schedule

On 6/2/2017

Evidence of Completion

Class Observations, Evaluations and Focus Walks

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

Attend Common Planning and Utilizing the training rubric to ensure single gender PD is delivered with fidelity

Person Responsible

Tamara Feagins

Schedule

On 6/2/2017

Evidence of Completion

Training Rubrics Reflection Forms Observations

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

During Classroom Observations and Focus Walk teachers should be using single gender strategey

Person Responsible

Truitte Moreland

Schedule

On 6/2/2017

Evidence of Completion

Classroom Observation Data Single Gender Rubric

G2. If we plan and deliver rigorous lessons that are aligned to the content standards and employ strategic instructional best practices then we will meet or exceed our targets. 1

🔍 G086600

G2.B2 Various understandings of what rigor means. Inconsistent use of data to develop differentiated tasks. 2

🔍 B230149

G2.B2.S1 Through professional development, YMLA administration, faculty and staff will explore the various denotative and connotative definitions of rigor in order to come to a common understanding. 4

🔍 S242794

Strategy Rationale

If faculty and staff come to the consensus on rigor then lesson planning and instructional delivery will be more aligned to higher order thinking and school improvement goals.

Action Step 1 5

Teachers will participate in in professional development that will require them to use EQUIP Protocol document.

Person Responsible

Truitte Moreland

Schedule

Semiannually, from 12/12/2016 to 3/31/2017

Evidence of Completion

EQUIP Protocol

Action Step 2 5

Administration, faculty and staff will explore the various denotative and connotative definitions of rigor in order to come to a common understanding.

Person Responsible

Truitte Moreland

Schedule

On 10/26/2016

Evidence of Completion

Powerpoint from PD Session

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

Administrators will observe common planning and review the EQUIP Protocol products from the sessions.

Person Responsible

Truitte Moreland

Schedule

Monthly, from 12/12/2016 to 3/31/2017

Evidence of Completion

Common planning agenda Observational data EQUIP Protocol products

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

Administrators will observe teachers and review asks for alignment to the standards and rigor.

Person Responsible

Truitte Moreland

Schedule

Monthly, from 12/5/2016 to 4/28/2017

Evidence of Completion

Lesson Plans In-class assessments/tasks Classroom observation

G2.B2.S3 YMLA faculty will design and develop lessons that allow students apply and synthesize what they have learned through academic discourse, writing, and differentiated experiences. 4

🔑 S242796

Strategy Rationale

Students will move towards proficiency.

Action Step 1 5

The teachers will work during common planning to create lessons that involve explicit instruction, modeling, and differentiated activities for stations/rotations.

Person Responsible

Truitte Moreland

Schedule

Weekly, from 11/28/2016 to 4/28/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Administrator will observe common planning and review lesson plans.

Person Responsible

Truitte Moreland

Schedule

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

Evidence of Completion

Lesson plans Classroom observations Common planning observation

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Administrators will observe classrooms for evidence of explicit instruction, teacher modeling, and differentiated activities in rotations/stations as a result of common planning.

Person Responsible

Truitte Moreland

Schedule

Weekly, from 11/28/2016 to 3/31/2017

Evidence of Completion

Classroom observations by administrators Lesson plan review

G2.B4 Teachers believe that their lessons and instruction lacks a level of autonomy. Teachers need to comfortable making instructional adjustments and defending their reasoning for said adjustments. 2

🔍 B230151

G2.B4.S1 Through the process of teacher inquiry, teachers will begin to reflect on their practices and build the capacity to make instructional adjustments. 4

🔍 S242798

Strategy Rationale

The process builds intrinsic motivation and allows teachers to focus on something they are passionate in and tie it to improving instruction.

Action Step 1 5

Provide teachers with a big picture understanding of the relevance of teacher inquiry. Allow teachers to determine how inquiry is a vehicle to address to improve instruction and foster teacher uniqueness/autonomy.

Person Responsible

Truitte Moreland

Schedule

On 8/11/2016

Evidence of Completion

PowerPoint and Teachers reflections (Charts). There will be an end of the year presentation of what was discovered through the teacher inquiry process.

Action Step 2 5

Introduce teachers do different passions as possible areas of interest for their own teacher inquiry.

Person Responsible

Truitte Moreland

Schedule

On 9/14/2016

Evidence of Completion

PowerPoint and Teachers reflections (Charts). There will be an end of the year presentation of what was discovered through the teacher inquiry process.

Action Step 3 `5`

Participants will have an understanding of the role that each passion plays in education.

Participants will analyze their personal classroom dilemmas and determine an area of focus for their professional development/inquiry. Find their passion.

Person Responsible

Truitte Moreland

Schedule

On 9/28/2016

Evidence of Completion

PowerPoint and Teachers reflections (Charts). There will be an end of the year presentation of what was discovered through the teacher inquiry process.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Administration will meet with teachers individually and discuss their chosen passion and progress on teacher inquiry.

Person Responsible

Truitte Moreland

Schedule

Monthly, from 12/12/2016 to 5/12/2017

Evidence of Completion

Teacher passion selection

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Conference with teachers about changes in practices and observe lessons for evidence of changes.

Person Responsible

Truitte Moreland

Schedule

Quarterly, from 12/12/2016 to 6/2/2017

Evidence of Completion

There will be an end of the year presentation of what was discovered through the teacher inquiry process.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B4.S1.A1 A314190	Provide teachers with a big picture understanding of the relevance of teacher inquiry. Allow...	Moreland, Truitte	8/11/2016	PowerPoint and Teachers reflections (Charts). There will be an end of the year presentation of what was discovered through the teacher inquiry process.	8/11/2016 one-time
G2.B4.S1.A2 A314191	Introduce teachers do different passions as possible areas of interest for their own teacher...	Moreland, Truitte	9/14/2016	PowerPoint and Teachers reflections (Charts). There will be an end of the year presentation of what was discovered through the teacher inquiry process.	9/14/2016 one-time
G2.B4.S1.A3 A314192	Participants will have an understanding of the role that each passion plays in education....	Moreland, Truitte	9/28/2016	PowerPoint and Teachers reflections (Charts). There will be an end of the year presentation of what was discovered through the teacher inquiry process.	9/28/2016 one-time
G2.B2.S1.A2 A314187	Administration, faculty and staff will explore the various denotative and connotative definitions...	Moreland, Truitte	10/26/2016	Powerpoint from PD Session	10/26/2016 one-time
G2.B2.S1.MA1 M324865	Administrators will observe common planning and review the EQUIP Protocol products from the...	Moreland, Truitte	12/12/2016	Common planning agenda Observational data EQUIP Protocol products	3/31/2017 monthly
G2.B2.S1.A1 A314186	Teachers will participate in in professional development that will require them to use EQUIP...	Moreland, Truitte	12/12/2016	EQUIP Protocol	3/31/2017 semiannually
G2.B2.S3.MA1 M324866	Administrators will observe classrooms for evidence of explicit instruction, teacher modeling, and...	Moreland, Truitte	11/28/2016	Classroom observations by administrators Lesson plan review	3/31/2017 weekly
G2.B2.S1.MA1 M324864	Administrators will observe teachers and review asks for alignment to the standards and rigor.	Moreland, Truitte	12/5/2016	Lesson Plans In-class assessments/ tasks Classroom observation	4/28/2017 monthly
G2.B2.S3.A1 A314189	The teachers will work during common planning to create lessons that involve explicit instruction,...	Moreland, Truitte	11/28/2016	Lesson plans	4/28/2017 weekly
G2.B4.S1.MA1 M324869	Administration will meet with teachers individually and discuss their chosen passion and progress...	Moreland, Truitte	12/12/2016	Teacher passion selection	5/12/2017 monthly
G2.MA1 M324870	Teacher observations will be used to determine the progress towards the goal.	Moreland, Truitte	12/12/2016	Teacher observations will reflect that the four pillar look-fors are evident in classrooms.	6/2/2017 weekly
G1.B1.S1.MA1 M324861	During Classroom Observations and Focus Walk teachers should be using single gender strategey	Moreland, Truitte	10/16/2016	Classroom Observation Data Single Gender Rubric	6/2/2017 one-time
G1.B1.S1.MA1 M324862	Attend Common Planning and Utilizing the training rubric to ensure single gender PD is delivered...	Feagins, Tamara	10/16/2016	Training Rubrics Reflection Forms Observations	6/2/2017 one-time
G1.B1.S1.A1 A314185	Instructional Coaches infuse single gender strategies in Common Planning and Early Release PD	Moreland, Truitte	10/16/2016	Class Observations, Evaluations and Focus Walks	6/2/2017 one-time
G2.B4.S1.MA1 M324868	Conference with teachers about changes in practices and observe lessons for evidence of changes.	Moreland, Truitte	12/12/2016	There will be an end of the year presentation of what was discovered through the teacher inquiry process.	6/2/2017 quarterly
G2.B2.S3.MA1 M324867	Administrator will observe common planning and review lesson plans.	Moreland, Truitte	8/24/2016	Lesson plans Classroom observations Common planning observation	6/2/2017 weekly
G1.MA1 M324863	We will monitor Discipline and Assessment Data monthly.	Feagins, Tamara	9/2/2016	Focus and Performance Matters will be used to access and track the students' progress.	6/17/2017 monthly

V. Professional Development Opportunities

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

G1. If all teachers implement single gender and leadership strategies, as well as utilize the school wide CHAMPS management plan, then we will meet or exceed our targets.

G1.B1 Training for teachers on single gender strategies is nonexistent.

G1.B1.S1 Ensure that all teachers are utilizing single gender strategies in all classrooms.

PD Opportunity 1

Instructional Coaches infuse single gender strategies in Common Planning and Early Release PD

Facilitator

Math Coach, ELA Coach, and Lead Teachers, Administration

Participants

Faculty and Staff YMLA/YWLA

Schedule

On 6/2/2017

G2. If we plan and deliver rigorous lessons that are aligned to the content standards and employ strategic instructional best practices then we will meet or exceed our targets.

G2.B2 Various understandings of what rigor means. Inconsistent use of data to develop differentiated tasks.

G2.B2.S1 Through professional development, YMLA administration, faculty and staff will explore the various denotative and connotative definitions of rigor in order to come to a common understanding.

PD Opportunity 1

Teachers will participate in in professional development that will require them to use EQUIP Protocol document.

Facilitator

Kassandra Kieffer, Tangelar Thomas, Maldonado, Matthews

Participants

All faculty

Schedule

Semiannually, from 12/12/2016 to 3/31/2017

PD Opportunity 2

Administration, faculty and staff will explore the various denotative and connotative definitions of rigor in order to come to a common understanding.

Facilitator

James Smith, Truitte Moreland

Participants

Faculty and Staff

Schedule

On 10/26/2016

G2.B2.S3 YMLA faculty will design and develop lessons that allow students apply and synthesize what they have learned through academic discourse, writing, and differentiated experiences.

PD Opportunity 1

The teachers will work during common planning to create lessons that involve explicit instruction, modeling, and differentiated activities for stations/rotations.

Facilitator

Kassandra Kieffer, R. Maldonado Tangelar Thomas, C. Matthews

Participants

All faculty

Schedule

Weekly, from 11/28/2016 to 4/28/2017

G2.B4 Teachers believe that their lessons and instruction lacks a level of autonomy. Teachers need to comfortable making instructional adjustments and defending their reasoning for said adjustments.

G2.B4.S1 Through the process of teacher inquiry, teachers will begin to reflect on their practices and build the capacity to make instructional adjustments.

PD Opportunity 1

Provide teachers with a big picture understanding of the relevance of teacher inquiry. Allow teachers to determine how inquiry is a vehicle to address to improve instruction and foster teacher uniqueness/ autonomy.

Facilitator

Moreland, Truitte

Participants

All faculty

Schedule

On 8/11/2016

PD Opportunity 2

Introduce teachers do different passions as possible areas of interest for their own teacher inquiry.

Facilitator

Moreland

Participants

YMLA Teachers

Schedule

On 9/14/2016

PD Opportunity 3

Participants will have an understanding of the role that each passion plays in education. Participants will analyze their personal classroom dilemmas and determine an area of focus for their professional development/inquiry. Find their passion.

Facilitator

Moeland & Maldonado

Participants

YMLA Teachers

Schedule

On 9/28/2016

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	Instructional Coaches infuse single gender strategies in Common Planning and Early Release PD	$0.00
2	G2.B2.S1.A1	Teachers will participate in in professional development that will require them to use EQUIP Protocol document.	$0.00
3	G2.B2.S1.A2	Administration, faculty and staff will explore the various denotative and connotative definitions of rigor in order to come to a common understanding.	$0.00
4	G2.B2.S3.A1	The teachers will work during common planning to create lessons that involve explicit instruction, modeling, and differentiated activities for stations/rotations.	$0.00
5	G2.B4.S1.A1	Provide teachers with a big picture understanding of the relevance of teacher inquiry. Allow teachers to determine how inquiry is a vehicle to address to improve instruction and foster teacher uniqueness/autonomy.	$0.00
6	G2.B4.S1.A2	Introduce teachers do different passions as possible areas of interest for their own teacher inquiry.	$0.00
7	G2.B4.S1.A3	Participants will have an understanding of the role that each passion plays in education. Participants will analyze their personal classroom dilemmas and determine an area of focus for their professional development/inquiry. Find their passion.	$0.00
		Total:	$0.00