First Coast High School

2016-17 Schoolwide Improvement Plan

First Coast High School

590 DUVAL STATION RD, Jacksonville, FL 32218

http://www.duvalschools.org/fch

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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 First Coast High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Every student is inspired and prepared for success in college and/or career.

b. Provide the school's vision statement.

The mission of First Coast High School is to develop a professional learning community of faculty and staff that will prepare all students to enter the post-secondary world and to enter the workforce with the skills necessary to become successful citizens.

2. School Environment

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

Our process is to build teacher pedagogical knowledge and skills in making meaningful relationships and working with the diverse needs of students and families of free and reduced lunch (FRL) by providing job-embedded professional development to all staff on culturally responsive topics.

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

Teachers can refer students to the Restorative Justice Program specifically if they need support in certain behaviors and students are assigned Bully Free/Anti-Violence lessons as a part of the Student Accountability Board and Peer Mediation sessions. These lessons will be identified based upon data collected from the previous months referrals at the school and identify what lessons students are in most need of.

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.

Currently, training and support for teachers in classroom-based proactive strategies to manage minor behavior has dominantly been focused on our new teachers in the school. They are supported in these areas through the CHAMPS training, MINT mentors, and subject-area coaches (when applicable). Though most faculty-wide early-release trainings are focused on content area professional development, most of these trainings do partially address classroom-based strategies for behavior management.

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.

Our student services team provides differentiated support through: Restorative Justice, MTSS, individual and group counseling, monitoring of attendance (i.e. tardies),

3. Early Warning Systems

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

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

The early warning system consists of the following indicators: attendance below 90%, 1 or more suspensions, Level 1 on statewide assessments and 1 or more retentions. Any student exhibiting 2 or more early warning indicators will be targeted for intervention. Data is reviewed monthly.

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	10	7	3	4	24
One or more suspensions	0	0	0	0	0	0	0	0	0	15	44	41	7	107
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	317	228	162	69	776
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	177	194	125	496

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

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

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

Push-in tutorials for Level 1 and and Level 2 students for reading and math; After-school tutorials for targeted students; Restorative Justice, Leadership Academy for students who successfully complete behavioral contracts,

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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/330000.

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 SAC/PTSA meetings are held and attended by staff and community
PBIS team utilizes our business partnership with Edible Arrangements to recognize student academic and behavioral achievements.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Simmons, Timothy	Principal
Davis, Paul	Assistant Principal
Emery, Roger	Assistant Principal
Fluent, Justin	Assistant Principal
Hackman, Jovana	Assistant Principal
Strong, Latroy	Dean
Kimbrough, Reina	Instructional Coach
Dunn, Jamel	Other
Kallina, Kenneth	Other
Brailsford, Shawn	Teacher, K-12
Graham, Rachel	Teacher, K-12
Black, Richard	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.

As the instructional and organizational leader of the school, the principal is
ultimately responsible for the effective implementation of the school improvement
process. However, effective implementation by definition includes the
sharing of responsibilities and decision-making with other members of the team.

Each member of the SLT·
**Facilitates the development of the School Improvement Plan
**Monitors, assesses and amends the School Improvement Plan
**Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
**Facilitates communication within the professional learning community
**Builds the capacity of the school to address parent and staff concerns
**Builds the capacity of the school to improve in the following areas:
***High Academic Achievement
***Effective Educators
***Adequate Resources and Facilities
***Safe and Orderly Schools
***Strong Parent and Community Relations

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based MTSS/RtI Team will focus meetings around the following academic and behavioral questions:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):
• Identifying and analyzing systematic patterns of student need;
• Identifying appropriate evidence-based differentiation and intervention strategies;
• Implementing and overseeing progress monitoring;
• Analyzing progress monitoring data and determining next steps.

For the most intensive interventions at Tier 3, instructional teams (i.e. PLCs) will provide classroom support for students. This support will include one-on-one individualized instruction with school interventionists.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Catrece Pickett	Parent
Timothy Simmons	Principal
Paul Davis	Education Support Employee
J'Nai Leachman	Parent
Kathy Nagel	Parent
Vickie Snipes	Parent
Andrew Farmer	Parent
Nicole Revels	Parent
Nefertiti Harris	Parent
Eulyssa Williams	Parent
Cynthia Smith	Parent
Balora Wilkins	Parent
Kenneth Kallina	Teacher
Thomas Johnston	Business/Community
Aishail Everett	Education Support Employee
Maya Morris	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC will review last year's SIP and evaluate whether or not goals were achieved based on school-wide strategies implemented as part of last year's SIP.

b. Development of this school improvement plan

Budget proposals and data were reviewed at regular SAC meetings. SAC members were provided an opportunity for input into the SIP.

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

SAC evaluates the needs of the students at the school and provides input on the annual budget in order to provide the greatest impact as it relates to student achievement.

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

SAC funds will be used to provide student incentives and help support other School Improvement goals. Allocation amounts still to be determined

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
Simmons, Timothy	Principal
Davis, Paul	Assistant Principal
Emery, Roger	Assistant Principal
Fluent, Justin	Assistant Principal
Hackman, Jovana	Assistant Principal
Kimbrough, Reina	Instructional Coach
Black, Richard	Teacher, K-12
Donald, Natalie	Teacher, K-12
Graham, Rachel	Instructional Coach
Whitehead, Aristian	Teacher, K-12

b. Duties

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

The team will work to determine our faculty's professional development needs, to plan professional development training, and to provide a structure for our school-wide reading initiatives. The LLT will address Tier 1 forms of intervention, building the literacy culture at First Coast High School. Through the selection and implementation of school-wide reading initiatives, the LLT will promote research-based Common Core literacy strategies. The LLT will also develop a calendar of activities designed to promote a culture of readers among staff and students.

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.

Administration and academic coaches facilitates 60 minutes department PLCs weekly
Buc of the month statf-to-staff recognition program
Schoolwide PBIS Team & Walk-the-Walk Program bi-weekly meetings for 90 minutes
Monthly mentor/mentee meetings
Early Release PLCs

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

1. Mentor high quality teachers and inform them of opportunities for on-going professional development - Person responsible: Administrators, Academic Coaches, Professional Development Facilitator; Mentors.
2. Implement a school-based professional development program that differentiates professional activities to meet the needs of all teachers - Person responsible: Administrators
3. Offer professional development during PLC meeting times and after-school to enhance effective instructional strategies in lesson design, best practices, pedagogy, and literacy. - Person responsible: Academic Coaches

**School-based professional development - Florida State Standards Implementation/Diversity Training of Learners/Schoolwide Discipline Plan

**Job-Embedded PD (Administration/Deans/Academic Coaches) - Restorative Justice/ISS, Referral Writing, **Behavior Managment, Math and Science, and Literacy
**Walk-Through Feedback Forms

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

Each new teacher will be assigned a mentor/collaborative partner. Planned activities included observation of mentee's instruction with feedback, planning sessions with mentee, connecting lesson activities to state standards, discussing student progress, analyzing student work, and modeling or co-teaching lessons.

MINT support activities include:
• mentor observation cycles in which new teachers receive formative feedback and targeted coaching
• new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
• PDF monthly MINT learning sessions that focus on identified areas of need
• collaborative learning groups or PLCs provide additional layers of support and learning opportunities
• other activities that are specific to your school…

Selection Criteria:
Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
• subject/ grade level
• certification
• disposition/interpersonal skills
• common planning
• level of expertise/ area of need such as classroom management and best practices
• additional training in Foundations of Mentoring is valued
Administration recognize mentors from classroom walk-throughs and model classrooms, potential mentors are sent to CET trainings and Foundations of Mentors training. Novice mentors go through a school-based mentorship orientation to support MINT teachers.

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.

Planning for all content areas is aligned to Florida Standards/Item Specifications.

Lesson Plans are reviewed weekly

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 study formative/district/Tier 2 assessment results, as teams, to plan for and deliver instruction using Better Learning Through Structured Teaching: A Framework for Gradual Release of Responsibility by Fisher and Frey, study the GRRM lesson plan template, form small groups and provide strategies to meet their students' differentiated needs.

MTSS team students Early Warning System data and Tier 2/Tier 3 assessment results to monitor the effectiveness of strategies being implemented.

Data is utilized to form school-wide groups to provide reading interventions/enrichment 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: 8,650

At least one teacher from each PLC is available during after school tutoring sessions to provide academic assistance and grade recovery. After school tutoring is offered on Tuesdays and Thursdays for two hours after school for a total of four hours per week.

Strategy Rationale

Lengthening of the school day for struggling students increases a students' time on task in a smaller setting.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fluent, Justin, fluentj@duvalschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers report the number of students who attend their after school tutoring sessions. The administrative staff collects the data compares the G.P.A. of students who attend after school tutoring versus those who do not attend.

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.

To improve student readiness for postsecondary, students are tracked by administrators, school counselors and academic coaches throughout the school year. Students are assigned to school counselors by grade level and the school counselors track graduation requirements and post-

secondary readiness. Administrators, school counselors, and academic coaches review data to identify and appropriately schedule students in need of remedial course work in reading and math. Students receive information about test prep and test opportunities through individual, small group and classroom lessons. The leadership team and counselors identify students needing ACT or SAT scores for postsecondary readiness and provide test fee waivers for those who are eligible. PERT is offered at the high school several times of year. Juniors are encouraged to take PSAT. Test preparation is available. Students are advised of dual enrollment and AP opportunities. AVID has been re-established for the 9th grade cohort to provide additional support. Parent programs are offered several times of year.

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.

At First Coast High School, the guidance counselors are charged with assisting our students in academic and career planning. The counselors work with the students individually to make course selections that are personally meaningful to the student. The counselors also work with all students in accessing Florida Online Learning Resource Center for college and career planning and advising. They also assist students in making sure that they complete their 4 year plan and encourage students to prepare for and take the PSAT, ACT, SAT, PERT and ASVAB in an effort to achieve their post-secondary goals.

First Coast High School partners with these corporations to advance college and career awareness: Jaxport, Horizon Lines, Burris, Seaonus, Beaver Street Fisheries, Crowley Maritime Corporation. These companies are partnering with our Global Logistics and Supply Chain Academy to allow students to have authentic real world experiences that will allow them to connect deeper with the curriculum.

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

First Coast High School uses career academies to create a cross-curricular and interdisciplinary focus to help students understand the relationships between subjects and relevance to their futures.

The Culinary program provides ServSafe certification.
The Intro to Information Technology provides MOS certification.
The Digital Media Fundamentals provides ACA Adobe Photoshop CS6 certification.
The Digital Media Production Systems provides ACA Adobe Premiere Pro CS6 certification.

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

For the past eight years First Coast High School has made a concentrated effort to involve as many students as possible in college preparatory programs. We have increased the number of students taking accelerated courses—Advanced Placement and Dual Enrollment courses.

First Coast is implementing a cross-curricular PLC between the CTE and the math department in order to incorporate more math instruction into the CTE curriculum for the purpose of supporting the students' math skills.

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.

One strategy for student readiness for the public post-secondary level is to provide math push-ins with two math interventionists. The graduation coach is conducting "lunch and learn" sessions once a week for post-secondary readiness. In addition, a reading interventionist has been provided as well as senior meetings, senior parent nights, and credit checks once a semester and as requested.

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.

N/A

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.

N/A

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 we promote a school culture with a focus on using the Positive Behavior Intervention and Support plan, then we will see an increase in morale and positive behavior.

G2.   If teachers create rigorous lessons aligned to state standards and implement the instructional framework with fidelity, then students will show gains on formatives and all assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we promote a school culture with a focus on using the Positive Behavior Intervention and Support plan, then we will see an increase in morale and positive behavior. `1a`

🔍 G086613

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	

Targeted Barriers to Achieving the Goal `3`

- Teachers and staff are not fully aware of how to implement positive behavior interventions in the school setting.

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

- Restorative Justice Program

- In-School Suspensions Program including student reflections focused on replacing negative behaviors with positive behaviors

- Lessons focused on Positive Behaviors and Strategies

- Student Code of Conduct

- Positive Behavior Interventions and Support Team

- Behavior and Consequence tracking through HERO system and FOCUS

Plan to Monitor Progress Toward G1. `8`

Data will be collected comparing the number of office disciplinary referrals from 2015-6 and 2016-2017. The data will also include code violation frequency.

Person Responsible
Latroy Strong

Schedule
Weekly, from 10/26/2016 to 12/18/2016

Evidence of Completion
Data chats with the administrative team during the weekly administrative meetings. Documentation for monitoring student behavior is provided to all members of the administrative team to monitor progress and revisit strategies to successfully accomplish the goal.

G2. If teachers create rigorous lessons aligned to state standards and implement the instructional framework with fidelity, then students will show gains on formatives and all assessments. 1a

🔍 G086614

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	
FSA ELA Achievement	42.0
Math Achievement District Assessment	40.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	40.0
Algebra II EOC Pass Rate	30.0
Bio I EOC Pass	65.0
U.S. History EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- Teacher inexperience with questions aligned to the skills, tasks and demands of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- EQuip Protocol and Standards Analysis Template

Plan to Monitor Progress Toward G2. 8

Student proficiency on unit performance tasks, Curriculum Guide Assessments, and unit tests

Person Responsible
Timothy Simmons

Schedule
Biweekly, from 12/2/2016 to 5/22/2017

Evidence of Completion
Analysis of student work during common planning and formative and summative assessment results.

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 we promote a school culture with a focus on using the Positive Behavior Intervention and Support plan, then we will see an increase in morale and positive behavior. 1

🔑 G086613

G1.B1 Teachers and staff are not fully aware of how to implement positive behavior interventions in the school setting. 2

🔑 B230193

G1.B1.S1 Train and implement positive school-wide behavior initiatives. 4

🔑 S242832

Strategy Rationale

To see an increase in morale and positive behavior teachers are the closest to the behaviors. So, they are able to implement positive, specific incentives.

Action Step 1 5

Training and implementation of the HERO Program school-wide.

Person Responsible

Jovana Hackman

Schedule

On 6/2/2017

Evidence of Completion

Rosters from training and data results from FOCUS and HERO

Action Step 2 5

Monthly PBIS Team meetings.

Person Responsible

Jovana Hackman

Schedule

On 6/2/2017

Evidence of Completion

Agendas and Sign-in sheets

Action Step 3 `5`

Review HERO usage and create incentive programs for teachers and students.

Person Responsible

Roger Emery

Schedule

On 6/2/2017

Evidence of Completion

HERO Data Reports

Action Step 4 `5`

Utilize various forms of communication to keep all stakeholders informed.

Person Responsible

Timothy Simmons

Schedule

On 6/2/2017

Evidence of Completion

SchoolMessenger Reports, Marquee, Emails

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

Bi-weekly review of HERO Reports, SchoolMessenger, and other data tools; parent feedback through surveys

Person Responsible

Timothy Simmons

Schedule

On 6/2/2017

Evidence of Completion

Administration Agendas and PBIS Agendas

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

Weekly meetings discussing analysis of discipline to determine target behaviors

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Target behaviors and discipline reports to teachers in Early release training

G2. If teachers create rigorous lessons aligned to state standards and implement the instructional framework with fidelity, then students will show gains on formatives and all assessments. 1

🔍 G086614

G2.B1 Teacher inexperience with questions aligned to the skills, tasks and demands of the standards. 2

🔍 B230194

G2.B1.S1 Effective use of resources to engage students in rigorous content. 4

🔍 S242833

Strategy Rationale

Action Step 1 5

Utilize the EQUIP Student Work Protocol.

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Data analysis of lowest proficiency areas

Action Step 2 5

Utilize the Standard Analysis Template during Common Planning.

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Data from assessments and Achieve 3000 to determine next steps

Action Step 3 5

Incorporate technology usage throughout the Instructional Framework.

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Usage reports and evidence of project based learning during walk-throughs

Action Step 4 5

Provide Professional Development on creating text dependent and text specific questions across curriculum.

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Sign-In sheets, attendance rosters, exit tickets

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

Administrators in classrooms

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Walk-through notes and analysis

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

Data chats with teachers

Person Responsible

Timothy Simmons

Schedule

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

Evidence of Completion

Next steps and action plan to increase student achievement and engagement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M324950	Data will be collected comparing the number of office disciplinary referrals from 2015-6 and...	Strong, Latroy	10/26/2016	Data chats with the administrative team during the weekly administrative meetings. Documentation for monitoring student behavior is provided to all members of the administrative team to monitor progress and revisit strategies to successfully accomplish the goal.	12/18/2016 weekly
G2.MA1 M324953	Student proficiency on unit performance tasks, Curriculum Guide Assessments, and unit tests	Simmons, Timothy	12/2/2016	Analysis of student work during common planning and formative and summative assessment results.	5/22/2017 biweekly
G1.B1.S1.MA1 M324948	Weekly meetings discussing analysis of discipline to determine target behaviors	Simmons, Timothy	8/22/2016	Target behaviors and discipline reports to teachers in Early release training	6/2/2017 weekly
G1.B1.S1.MA1 M324949	Bi-weekly review of HERO Reports, SchoolMessenger, and other data tools; parent feedback through...	Simmons, Timothy	8/15/2016	Administration Agendas and PBIS Agendas	6/2/2017 one-time
G1.B1.S1.A1 A314226	Training and implementation of the HERO Program school-wide.	Hackman, Jovana	10/3/2016	Rosters from training and data results from FOCUS and HERO	6/2/2017 one-time
G1.B1.S1.A2 A314227	Monthly PBIS Team meetings.	Hackman, Jovana	10/3/2016	Agendas and Sign-in sheets	6/2/2017 one-time
G1.B1.S1.A3 A314228	Review HERO usage and create incentive programs for teachers and students.	Emery, Roger	10/3/2016	HERO Data Reports	6/2/2017 one-time
G1.B1.S1.A4 A314229	Utilize various forms of communication to keep all stakeholders informed.	Simmons, Timothy	8/15/2016	SchoolMessenger Reports, Marquee, Emails	6/2/2017 one-time
G2.B1.S1.MA1 M324951	Data chats with teachers	Simmons, Timothy	8/22/2016	Next steps and action plan to increase student achievement and engagement	6/2/2017 monthly
G2.B1.S1.MA1 M324952	Administrators in classrooms	Simmons, Timothy	8/22/2016	Walk-through notes and analysis	6/2/2017 daily
G2.B1.S1.A1 A314230	Utilize the EQUIP Student Work Protocol.	Simmons, Timothy	8/22/2016	Data analysis of lowest proficiency areas	6/2/2017 daily
G2.B1.S1.A2 A314231	Utilize the Standard Analysis Template during Common Planning.	Simmons, Timothy	8/22/2016	Data from assessments and Achieve 3000 to determine next steps	6/2/2017 weekly
G2.B1.S1.A3 A314232	Incorporate technology usage throughout the Instructional Framework.	Simmons, Timothy	8/22/2016	Usage reports and evidence of project based learning during walk-throughs	6/2/2017 daily
G2.B1.S1.A4 A314233	Provide Professional Development on creating text dependent and text specific questions across...	Simmons, Timothy	8/22/2016	Sign-In sheets, attendance rosters, exit tickets	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we promote a school culture with a focus on using the Positive Behavior Intervention and Support plan, then we will see an increase in morale and positive behavior.

G1.B1 Teachers and staff are not fully aware of how to implement positive behavior interventions in the school setting.

G1.B1.S1 Train and implement positive school-wide behavior initiatives.

PD Opportunity 1

Training and implementation of the HERO Program school-wide.

Facilitator

Roger Emery

Participants

Faculty and Staff

Schedule

On 6/2/2017

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	Training and implementation of the HERO Program school-wide.	$0.00
2	G1.B1.S1.A2	Monthly PBIS Team meetings.	$0.00
3	G1.B1.S1.A3	Review HERO usage and create incentive programs for teachers and students.	$0.00
4	G1.B1.S1.A4	Utilize various forms of communication to keep all stakeholders informed.	$0.00
5	G2.B1.S1.A1	Utilize the EQUIP Student Work Protocol.	$0.00
6	G2.B1.S1.A2	Utilize the Standard Analysis Template during Common Planning.	$0.00
7	G2.B1.S1.A3	Incorporate technology usage throughout the Instructional Framework.	$0.00
8	G2.B1.S1.A4	Provide Professional Development on creating text dependent and text specific questions across curriculum.	$0.00
		Total:	$0.00