

Duval County Public Schools

Alfred I. Dupont Middle School



2016-17 Schoolwide Improvement Plan

Alfred I. Dupont Middle School

2710 DUPONT AVE, Jacksonville, FL 32217

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

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	79%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	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 11/1/2016.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Alfred I. Dupont Middle 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.

Our mission is to create a learning community promoting the acquisition of skills which empower students to fully participate in a complex global marketplace.

b. Provide the school's vision statement.

Students will advance from Alfred I. duPont Middle School to high school with the skills necessary for academic and personal success.

2. School Environment

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

In order to increase student engagement, we will invite students to join our PBIS Team, School Advisory Council, and PTSA. The Administration will host a monthly Student Roundtable to encourage student input and suggestions. All administration, faculty, and staff will continue to ramp up our efforts to provide relevant Tier 2 and Tier 3 behavioral and academic interventions to assist struggling students. We will also implement Restorative Justice in our school this year and Positive Behavior Intervention Strategies will be incorporated into our weekly Common Planning sessions. We will continue to engage with district and community organizations such as Title I, ESOL, and Center for Language and Culture to assist us with improving the academic performance of all of our students.

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

We have implemented the HERO Positive Behavior Intervention Program which rewards students who adhere to the Student Code of Conduct, follow the school-wide discipline plan, and exhibit positive behaviors. We have increased our Tier 2 and Tier 3 interventions including but not limited to; Restorative Justice and the 5000 Role Models for Excellence Mentoring Initiative. We have also maintained the Motivational Coach Program through MCUSA. We have a Dean of Students, two Assistant Principals, one ISSP teacher, two security personnel, and SRO to assist with student safety before, during, and after school.

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

To ensure high levels of student engagement, we will implement a classroom walkthrough protocol to ensure that teachers receive timely feedback on instructional delivery (gradual release) and learning center implementation. The Instructional Leadership Team will meet weekly to debrief classroom observations and determine next steps for struggling teachers and students. The school's PBIS team will introduce and train teachers on new procedures and protocols for student movement, dining hall, classroom, and common area expectations.

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 school will have a Multi-Tiered System of Support/Response to Intervention team whose primary responsibility will be to identify systematic patterns of student need while working with school and district personnel to identify appropriate evidence based intervention strategies for our students. The team will assist with screening programs, Tier 1, Tier 2, and Tier 3 interventions and work collaboratively with the Leadership, PBIS, and Shared Decision Making committees to support the work of the MTSS team.

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 MTSS team will meet once per month; sub groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, instructional practices, and performance assessment data. Using these measures, the team will identify students who are not meeting academic and/or behavioral expectations and design intervention plans, professional development needs for teachers, and facilitate the problem solving process.

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%	0	0	0	0	0	0	1	2	1	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Level 1 on State Assessments	0	0	0	0	0	0	135	135	120	0	0	0	0	390

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	136	137	124	0	0	0	0	397

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

The MTSS team will meet once per month; sub groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, instructional practices, and performance assessment data. Using these measures, the team will identify students who are not meeting academic and/or behavioral expectations and design intervention plans, professional development needs for teachers, and facilitate the problem solving process. The intervention strategies will include but are not limited to;

- *Delivers Tier 1 Instruction and initiate the first step in the MTSS process
- *Communicate with parents regarding student data
- *Integrate Tier 1 core instruction/materials with Tier 2/3 activities during learning centers
- *Work with grade level team to support MTSS and Tier 1 and Tier 2 interventions
- *Work with grade level teams to initiate and complete the MTSS referral process

- *Provide information about Tier 2 instruction for Math and Reading
- *Participate in student data collection

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/310054>.

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.

We will continue to engage with district and community organizations such as the University of North Florida, Parent Academy, The Bridge of Northeast Florida and our faith-based partners Shiloh Metropolitan Baptist Church and Hendricks Avenue Baptist Church to provide financial, school-based support, and wrap around services to our students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Barnwell, Marilyn	Principal
Jenkins, Clarence	Teacher, K-12
Montgomery, Reginald	Teacher, K-12
Sanchez, Catherine	School Counselor
Shells , Jerrime	Teacher, ESE
Williams, Aurelia	Assistant Principal

b. Duties

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

Marilyn Barnwell - Principal, Aurelia Williams - Assistant Principal of Curriculum - Andrew Follensbee

-

Assistant Principal will:

- * provide a common vision for the use of data-based decision making using the problem solving method

- * ensures the team members will attend MTSS professional training

- * will design a master evaluation schedule to support state and district requirements as well as progress monitoring

- * communicates with parents regarding school based MTSS plans and activities

- * design a master schedule to support students and staff

Marcia Luettchau – School Counselor – 504, ESOL, and Catherine Sanchez– School Counselor – ESE

- *Oversee the MRT process, this process is required to move students from Tier 2/3 to Tier 3 EE/ESE (academic as well as behavior)

- * In addition to providing interventions, school and social workers will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

Sharon Seebol - ESE Teacher and Ryan Lockwood - ESE Teacher- Behavior Interventionist

- * Present information to faculty on implementing MTSS, work with school based coached, and work with small collaborative groups of subject area/grade level teachers

- * Attend district training sessions during the school year

- * Facilitate the monthly problem solving team meetings

- * Submit documentation citing the intervention services provided to each student

- * Assist in the analysis of data to design and progress monitor appropriate interventions using the solving problem method

- * Assist in the analysis of progress monitoring assessment results

- * Assist in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school and climate surveys

- * Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies

- *Assist with whole school screening programs, Tier 1, Tier 2, and Tier 3 interventions

- * Work collaboratively with foundations to support a positive school climate

- * Be an active member of Shared Decision Making Committee, and Building Leadership Team to support MTSS.

Kia Mayshack– Reading Coach, and Curtis Wendy Neal – Math Coach

- * Present information to faculty on implementing MTSS, work with district specialists, and small collaborative groups of subject area/grade level teachers

- * Attend district training sessions during the school year

- * Develops, leads, and evaluates school core content standards/programs

- * Conducts state and district requirements

- * Assists in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school climate survey

- * Identifies systematic patterns of student data to support Tier 1 and Tier 2 instruction

- * Develops or identifies the technology necessary to manage and display data

- * Provides professional development and technical support to staff regarding data management

- * Work with Building Leadership Team to support MTSS

General Education Teacher, Alycia Williams(Tier 1)

- * Provides core information about core instruction

- * Participates in student data collection

- * Delivers Tier 1 instruction and the first step in the MTSS process

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 MTSS/Rtl problem solving process is used throughout the development of the school improvement plan. The School Leadership team will analyze the current assessment data as well as the Gallup data to drive decision making. The team will analyze the data and identify areas in need of improvement. Anticipated Barriers will be noted and the team will develop evidence based strategies, set up a progress monitoring plan which will include assessment, monitoring, and timelines. The plan will be shared with the School Advisory Council for their review and recommendations. The Leadership Team will finalize and implement the plan.

duPont Middle School will offer parents the opportunity to meet with our teachers and attend activities designed to raise student achievement. Parents will be invited to attend our monthly PTSA, School Advisory, and Parent Advisory Council meetings. We will host Progress Monitoring Night in January 2017 to share information with parents about all Safety Net Programs, their student's academic progress (including teacher formative and Curriculum Guide Assessment Results) and on usage of the grade portal. Parents will also receive information on Title I programs at the school. The school will also provide translators for the parents/guardians of our ELL students. duPont is currently a Community Eligibility Option School and provides free breakfast and lunch to all students. duPont will also host Literacy Night in December 2016 and Math and Science Night in April 2017. We will host a Community and Wellness Fair for parents and students in May 2017.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marilyn M. Barnwell	Principal
Michael Sullivan	Business/Community
Jacqueline Alderman	Education Support Employee
Claudia Marshall	Teacher
Becky Levin	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

Evaluation of last year's school improvement plan

The School Advisory Council meets monthly on the second Tuesday of every month to receive status updates on the school and to evaluate the school improvement initiatives.

Development of this school improvement plan

The School Advisory Council meets every second Tuesday of the month to receive a status update on the school and to provide input on the Parent Involvement Plan and School Improvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Council reviews all budget items at its first monthly meeting on the second Tuesday in September of each school year.

b. Development of this school improvement plan

The School Advisory Council meets every second Tuesday of the month to receive a status update on the school and to provide input on the Parent Involvement Plan and School Improvement Plan.

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

The School Advisory Council reviews all budget items at its first monthly meeting on the second Tuesday in September of each school year.

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

A request to use School improvement funds for Brain Pop materials was submitted, however; a quorum was not present to vote the item through. The item will be presented again to this year's School Advisory Council. The School Advisory Council approved the purchase of 2 video cameras in the amount of \$577.80 for the Global Scholars classes.

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

No

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

The school will continue to recruit parents and community stakeholders to join the School Advisory Council through newsletters, website, the school messenger system, and face to face contact.

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
Barnwell, Marilyn	Principal
Williams, Aurelia	Assistant Principal
Mayshack, Kia	Teacher, K-12
Shells , Jerrime	Teacher, ESE

b. Duties

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

The LLT will provide training on the new Language Arts Florida Standards to all content area teachers. All disciplines will collaborate with ELA/Reading teachers and Literacy Coach to prioritize their curriculum to include Achieve3000 and adopted school-wide reading strategies to help raise reading proficiency across all grade levels. Reading teachers will utilize On the Record, iLit, and Achieve3000 for tiered reading support. The LLT will conduct classroom walkthroughs, data analysis, and will engage in the work of Professional Learning Communities within their departments. The LLT will host Literacy Night to promote reading and writing with parents, students, and community.

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.

During common planning sessions, Instructional Rounds will be conducted with content area teachers which will consist of classroom visits and debriefing sessions at the end of the observations. We will also implement a classroom walkthrough feedback protocol to ensure that teachers receive timely feedback on instructional practices including lesson delivery (gradual release) and learning center implementation. The administrative team and Math and Reading Coach will meet daily to debrief classroom observations and next steps for struggling teachers and students. All content areas will utilize a common planning template to include strategies and next steps for reviewing student work, unpacking the new Florida State Standards, Review of Test Item Specifications, and Lesson Plan development.

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

- 1) Retention: regularly scheduled meetings with the new and veteran teachers and the principal will be scheduled.
- 2) Retention: Provide teacher mentors for newly appointed instructors
- 3) Retention: Provide on-going professional development opportunities for newly appointed teachers and veteran teachers.
- 4) Recruit: Solicit recommendations from current employees
- 5) Recruit: Recruit practicum students from area colleges and universities
- 6) Recruit: Attend district recruitment and transfer fairs

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

Our new teachers work collaboratively with the Professional Development Facilitator who pairs them with veteran teachers taking into account the subject matter and experience level of the mentor. We provide regular bi-weekly meetings as well as, informal and formal observations conducted by the PDF and administration. We also collaborate with district subject area specialists and the district MINT Specialist. Novice teachers will be given a TDE to attend the Fall New Teacher Development Conference at Frank H. Peterson.

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.

Utilize weekly common planning to collaborate on lesson plan development using district curriculum guides and specified grade level materials. During common planning, all content area teachers will use a template to include strategies and next steps for reviewing student work, unpacking the new Florida Standards, review of test item specifications, and lesson plan development.

b. Instructional Strategies

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

The team will review universal screening data including but not limited to: Achieve3000 performance results, FSA scrimmage results, iReady, and teacher created formative and summative assessment

data. We will identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process. The intervention strategies used include but are not limited to:

- * Delivers Tier 1 instruction and the first step in the MTSS process
- * Communicates with parents regarding student data
- * Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities
- * Work with grade level team to support MTSS
- * Work with grade level team to support Tier 1 and Tier 2 interventions
- * Work with grade level team to complete the required MTSS referral process
- * Assist in making data driven decisions about interventions and strategies that support Enrichment Math and Enrichment Reading teachers
- * Provide information about Tier 2 instruction for math and reading
- * Participate in student data collection
- * Enroll struggling students in our after-school TEAM UP program.

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: 20,700

The core areas for the TEAM UP program are: 1) Academics including homework assistance, remediation and skill building, 2) Cultural Enrichment, 3) Life Skills/Youth Leadership, 4) Social Recreation, 5) Community Service Projects, 6) Parental involvement, 7) Youth Advisory Council. TEAM UP will begin after school at 4:20 p.m. and include a sign-in procedure with a double check system ensuring accountability, accuracy of information and safety of all students.

The focal strategy includes the five mandatory elements of shared vision for the school Leadership Team including School Principal, Bridge Program Manager Terrance Brandon, and the

Lead Teacher. The elements are: (1) regularly scheduled meetings of Leadership Team; (2) Program Manager participation in school-wide decisions at leadership meetings; (3) Vision statement for the program (4) Inclusion of principal in hiring of any new TEAM UP program manager (5) one teacher/one member of Youth Development Staff participating in positive youth development training.

Strategy Rationale

To extend wrap around services and small group teacher led instruction to students beyond the normal school day..

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Aurelia, raya@duvalschools.org

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

TEAM UP has hired the school's Literacy Coach as the Lead Teacher who will design programming around district curriculum including but not limited to; Achieve 3000, Digits, iReady, Carnegie, and Kahn Academy. The data is collected by the Team-Up staff and analyzed to guide subsequent instruction and enrichment activities.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

duPont Middle School offers the Pre-Early College Program and Dual Language (Spanish) to prepare students to meet the requirements of Early College and IB programming at the high school level. duPont Middle School eighth grade students complete a career interest survey and plan a course of study for high school via the US History class.

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.

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

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

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If we improve the academic culture and climate of our school by creating culturally responsive classrooms through the implementation of the content area frameworks, then our students will increase proficiency in all high accountability areas.

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 improve the academic culture and climate of our school by creating culturally responsive classrooms through the implementation of the content area frameworks, then our students will increase proficiency in all high accountability areas. **1a**

 G086623

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
Statewide Science Assessment Achievement	62.0
Civics EOC Pass	62.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	62.0
ELA/Reading Gains	62.0
Math Gains	62.0

Targeted Barriers to Achieving the Goal **3**

- Students lack fundamental reading skills needed to comprehend grade level texts and/or tasks required to achieve mastery of the standards.

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

- Literacy and Math Coaches, District Specialists including Dual Language, Math, Reading, and ESOL.

Plan to Monitor Progress Toward G1. **8**

Student work samples, walkthrough logs, coaching logs, and assessment data will be collected and reviewed to determine progress toward meeting our goals.

Person Responsible

Marilyn Barnwell

Schedule

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

Evidence of Completion

Walkthrough logs, coaching logs, informal/formal observation and CAST data.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If we improve the academic culture and climate of our school by creating culturally responsive classrooms through the implementation of the content area frameworks, then our students will increase proficiency in all high accountability areas. **1**

 G086623

G1.B1 Students lack fundamental reading skills needed to comprehend grade level texts and/or tasks required to achieve mastery of the standards. **2**

 B230230

G1.B1.S1 Create differentiated small group teacher led instruction in all content area classrooms. **4**

 S242875

Strategy Rationale

Our students lack certain prerequisite skills to master assigned learning tasks and need reinforcement of those skills through one-on-one teacher led instruction. Students also lack the academic language proficiency, phonemic awareness, and fluency to master the standards.

Action Step 1 **5**

Provide professional development on the WIDA framework for all content area teachers.

Person Responsible

Marilyn Barnwell

Schedule

Quarterly, from 9/28/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, formal/informal observations, student work analysis, performance assessment data.

Action Step 2 **5**

Implement bi-weekly data chats including, but not limited to; Teachers, Administration, Academic Coaches, Specialists, and Content Area Directors. Data chats will include an analysis of baseline assessment data which will determine students' learning paths.

Person Responsible

Aurelia Williams

Schedule

Biweekly, from 9/16/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, formal/informal observations, student work analysis, performance assessment data.

Action Step 3 5

Identify common reading and writing instructional strategies to support the learning needs of all students.

Person Responsible

Kia Mayshack

Schedule

Quarterly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, formal/informal observations, student work analysis, performance assessment data.

Action Step 4 5

Incorporate content focused anchor charts in all classrooms that reflect the appropriate academic language required for student mastery.

Person Responsible

Kia Mayshack

Schedule

Monthly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, student work analysis, performance assessment data.

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

Classroom walkthroughs, informal/formal observations, and analyzing assessment data will be conducted for the purpose of progress monitoring.

Person Responsible

Marilyn Barnwell

Schedule

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

Evidence of Completion

Student work samples, classroom walkthrough logs, coaching logs, IPDPs, and CAST observation data will be used to monitor for implementation of the action steps.

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

Classroom walkthroughs, informal/formal observations, analysis of student work and assessment data will be reviewed to determine the effectiveness of the action steps.

Person Responsible

Aurelia Williams








Schedule

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

Evidence of Completion

Student work samples, walkthrough logs, coaching logs, and CAST observation data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A314284	Provide professional development on the WIDA framework for all content area teachers.	Barnwell, Marilyn	9/28/2016	Classroom walkthroughs, formal/informal observations, student work analysis, performance assessment data.	5/31/2017 quarterly
G1.B1.S1.A2  A314285	Implement bi-weekly data chats including, but not limited to; Teachers, Administration, Academic...	Williams, Aurelia	9/16/2016	Classroom walkthroughs, formal/informal observations, student work analysis, performance assessment data.	5/31/2017 biweekly
G1.B1.S1.A3  A314286	Identify common reading and writing instructional strategies to support the learning needs of all...	Mayshack, Kia	9/19/2016	Classroom walkthroughs, formal/informal observations, student work analysis, performance assessment data.	5/31/2017 quarterly
G1.B1.S1.A4  A314287	Incorporate content focused anchor charts in all classrooms that reflect the appropriate academic...	Mayshack, Kia	9/19/2016	Classroom walkthroughs, student work analysis, performance assessment data.	5/31/2017 monthly
G1.MA1  M325020	Student work samples, walkthrough logs, coaching logs, and assessment data will be collected and...	Barnwell, Marilyn	8/15/2016	Walkthrough logs, coaching logs, informal/formal observation and CAST data.	6/2/2017 daily
G1.B1.S1.MA1  M325018	Classroom walkthroughs, informal/formal observations, analysis of student work and assessment data...	Williams, Aurelia	9/19/2016	Student work samples, walkthrough logs, coaching logs, and CAST observation data.	6/2/2017 weekly
G1.B1.S1.MA1  M325019	Classroom walkthroughs, informal/formal observations, and analyzing assessment data will be...	Barnwell, Marilyn	8/15/2016	Student work samples, classroom walkthrough logs, coaching logs, IPDPs, and CAST observation data will be used to monitor for implementation of the action steps.	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If we improve the academic culture and climate of our school by creating culturally responsive classrooms through the implementation of the content area frameworks, then our students will increase proficiency in all high accountability areas.

G1.B1 Students lack fundamental reading skills needed to comprehend grade level texts and/or tasks required to achieve mastery of the standards.

G1.B1.S1 Create differentiated small group teacher led instruction in all content area classrooms.

PD Opportunity 1

Provide professional development on the WIDA framework for all content area teachers.

Facilitator

Claudia Norez and Luisa Reis

Participants

Administrators, Teachers, Paraprofessionals, and Academic Coaches

Schedule

Quarterly, from 9/28/2016 to 5/31/2017

PD Opportunity 2

Implement bi-weekly data chats including, but not limited to; Teachers, Administration, Academic Coaches, Specialists, and Content Area Directors. Data chats will include an analysis of baseline assessment data which will determine students' learning paths.

Facilitator

Marilyn M. Barnwell, Aurelia Williams, Andrew Follensbee

Participants

Students, Teachers and Academic Coaches

Schedule

Biweekly, from 9/16/2016 to 5/31/2017

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	Provide professional development on the WIDA framework for all content area teachers.	\$0.00
2	G1.B1.S1.A2	Implement bi-weekly data chats including, but not limited to; Teachers, Administration, Academic Coaches, Specialists, and Content Area Directors. Data chats will include an analysis of baseline assessment data which will determine students' learning paths.	\$0.00
3	G1.B1.S1.A3	Identify common reading and writing instructional strategies to support the learning needs of all students.	\$0.00
4	G1.B1.S1.A4	Incorporate content focused anchor charts in all classrooms that reflect the appropriate academic language required for student mastery.	\$0.00
Total:			\$0.00