

Duval County Public Schools

William M. Raines High School



2016-17 Schoolwide Improvement Plan

William M. Raines High School

3663 RAINES AVE, Jacksonville, FL 32209

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

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	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	99%

School Grades History

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

**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 William M. Raines 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.

Support and encourage all students to take ownership of their academics, athletics, and art.

b. Provide the school's vision statement.

Students taking ownership of their lives within their local, national, and global communities.

2. School Environment

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

Teachers, administration, and staff conduct student surveys and have individual data chats with students that foster positive relationships. Data from the surveys and conversations is used to determine learning styles, and effective instructional strategies. In addition, faculty and staff canvass the community of its students meeting parents and guardians. The event centers on providing information regarding the resources and tutorials afforded through the school and district for parental engagement.

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

-Adult supervision is required for all students before, during, and after school. When students arrive on campus, they are met with chants and pep songs led by City Year. Students are filtered into the gym or cafeteria, where free breakfast is provided. All paths leading to these two destinations are under the supervision of admin, security, and teachers. Students are held in these locations until the first bell rings. During school hours, students are supervised in the classroom, in the hallways (every hall way is monitored by teachers, admin and security during the transitions), and in the cafeteria. If students or teachers need security in a classroom, they can either ask security from the hall to come in, or call the front office for assistance. After school, students are either escorted to the bus loading zone, to the parent pick-up zone, or to their designated supervised area for their after school activity. Teachers stand at their doors and follow students to an area to ensure they depart the campus or get to their assigned activity location. Security and administrators are in each area of dismissal and communicate the movement of students. Once all buses are departed, security and administrators sweep of all hallways. The school resource officer remains at the front of the school to ensure car riders depart safely.

- Admin, Teachers and Security ensure all students are being treated with respect, and held to high expectations. Students are rewarded for positive behavior with hero points, and all adult stakeholders constantly praise positive behavior.

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.

1. CHAMPs is an initiative in each classroom at The Raines School. Each class activity has clear set expectations and given roles for each student. If a student goes against the rules, each teacher has a step by step approach to discipline within the classroom. Classroom activities are designed to be

engaging allowing for students to demonstrate understanding through various checks for understanding. Accountable talk is encouraged and given as participation points in each class.

2. Raines uses HERO, a school-wide positive behavioral intervention system. Students gain points in the classroom and hallways for exhibiting positive behaviors. Students can use these points at the school store, or on other school incentives.

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.

Raines is a full support school. The on-campus services include full-time nurse technician, Daniel Memorial Counseling, and Communities in Schools. In addition, there is a full-time mental health therapist housed in the school to meet the needs of students. Students are also supported by a fully staffed Guidance Department with 3 professional school counselors, an assistant principal of curriculum, 2 additional assistant principals, and an Intern Principal. Each year an academic initiative is installed to target bottom quartile and at-risk students. Students with disabilities are supported by an ESE team. These teachers write IEPs and ensure all students needs are met.

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.

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
2. One or more suspensions, whether in school or out of school.
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	276	266	235	192	969	
One or more suspensions	0	0	0	0	0	0	0	0	0	13	7	5	7	32	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	10	3	3	38	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	198	153	111	57	519	

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	262	252	200	156	870	

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

The at-risk population receives special invitation and communication regarding after-school and Saturday School tutorials. Teachers maintain a list of at-risk students and provide interventions and accommodations if necessary to properly instruct. At the ninth grade level, these students are targeted by the City Year Corps for intervention. Students identified by early warning system have a data chat with an admin where goals will be set and monitored.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

See Parental Involvement Plan

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.

-The Raines School engages community support by allowing full participation in SAC, PTSA, and sponsored activities. The school hosts community events such as Amazing RACE and student showcases to encourage financial and human capital support. In addition, athletic events are used to heavily advertise and request resources for student achievement. Sports organizations work to solicit assistance from local businesses to offset the costs of necessities such as food and equipment. Raines provides opportunities for volunteers to assist with adult supervision and mentoring from the opening to close of each school day. The school maintains a positive relationship with organizations such as Save Our Sons which provides presence and fosters partnerships with churches and non-profit organizations for support.

-The Principal leads community outreach programs. He is assisted by other admin, staff, coaches, and teachers.

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
Hall, Vincent	Principal
Williams, Ronnie	Assistant Principal
Ellis, Brian	Assistant Principal
Hall, Sabrina	Assistant Principal
Stallings, Brandie	Assistant Principal
Crowe, Megan	Other

b. Duties

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

The leadership team includes the principal, assistant principals, academic/instructional coaches, guidance counselors, the technology specialist, the interventionist, and the graduation coach. Their focus includes student achievement, school data, trends, school improvement plan, professional development, and school problems and solutions. The create and execute all the systems at the school. Also, the school has the FOCUS team which consists of the administrators, instructional coaches, interventionist, and ESE Lead that review data, focus lists, and lesson plans for each content area. The team makes strategic instructional changes to meet the needs of all students.

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.

-William M. Raines High School uses federal, state, and local services to create a Parent Resource Center on site, with a focus on understanding the curriculum, the use of computer systems such as FOCUS, continuing education opportunities, and volunteer opportunities. The guidance department coordinates parent

meetings, collaboration with parents/guardians in creation of IEPs, and methods to inform parents on their rights and assistance in tracking student progress. Duval Connect (School Messenger) is used to contact parents with important information, and mailers are sent to each parent-teacher/guidance/administration function on our campus. After school programs are offered 4 days per week through federal and state funding, and Saturday School is offered approximately five times per semester, using federal, state, and local funds.

Career and Technical education needs are addressed through our STEM program , which offers job certifications as part of the curriculum. In-class links to real world application also occur across the curriculum to support career education ideals in our benchmarks. Communities in Schools also offer services to students via teacher and administrator recommendation. William M. Raines High School partners with the DCPS Homeless Education Program to ensure equality of educational access for all students. Truancy officer, Community in Schools, and our professional school counselors refer students in need to Full Service programs housed at Jean Ribault High School.

-The admin team identifies and aligns available resources to maximize student outcomes. The principal tasks the admin team (4 administrators and 1 dean) to collect information at department and planning meetings from teachers about what is needed at the school. The admin team compiles that data and makes strategic investment decisions based on the needs of the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julius Paden	Business/Community
Vincent Hall	Principal
Charles Showers	Business/Community
Joy Brinson	Business/Community
Siottis Jackson	Business/Community
Kassie Whitfield	Business/Community
Willie Hall	Business/Community
Jackie Brown	Business/Community
Michelle Ragans	Business/Community
	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

Each meeting included a data presentation concerning student growth and achievement on various quarterly assessments. SAC committee was given an opportunity to ask questions about common core and student progression. Also, SAC reviewed last year's school improvement plan before submission. They were also provided a mid-year review of the goals.

b. Development of this school improvement plan

The school's SAC will review the initial plan and have an opportunity to read, discuss and offer suggestions to the plan during the course of the school year. The plan has been explained as a fluid document with opportunities of evaluation and change.

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

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

The SAC will expend 2500.00 for student incentives and 2500.00 for student assessments.

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.

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
Stallings, Brandie	Assistant Principal
Crowe, Megan	Instructional Coach
Hall, Vincent	Principal
Ellis, Brian	Assistant Principal
Hall, Sabrina	Assistant Principal

b. Duties

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

Literacy Team meets monthly to brainstorm ways to embed literacy strategies in every classroom as well as assess how previous strategies have worked for our students. The Literacy team also utilizes full staff meeting times and school-wide technological communication to introduce and clarify reading strategies to be used school-wide. The Literacy Team organizes literacy week and other activities to support reading.

School-wide reading strategies, reading across the curriculum; Reader Response Activities; 25-book challenge; increasing the use of classroom libraries through teacher book talks; Informational reading via the internet, book blogs, reading to elementary students and wikis.

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.

Each department has the same common planning each day. Teachers work collaboratively with an instructional coach and administrator to analyze data and create engaging lesson plans. New teachers have mentors and buddy teachers to assist with completing daily tasks, and weekly PD that is adjusted to meet their needs.

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

Provide mentors for new teachers and continued support for highly qualified teachers through on-going professional development. The professional development facilitator, administrators, instructional coaches, and mentor teacher will be responsible.

Provide time for teachers meeting times during and after-school to discuss effective instructional strategies, lesson design, best practices, pedagogy, and literacy strategies with teachers of the same subject.

Instructional Coaches, and administrators responsible.

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

Our New Viking Teacher Mentoring program consists of 15 teachers. 8 first year, and 7 second year. Each member is required to meet twice per month to touch base and report out with their mentors, as well as to receive pd on an identified need. (i.e. pulling and analyzing student data). Because members progress at different rates and have different needs, they are differentiated amongst based on

their years in the MINT program. Novice teachers engage in basic teacher training while our veteran teachers meet with their mentors to discuss focus observations and future meetings. Either way, our meeting time is a way to ensure teachers touch base with one another and discuss their progress towards program completion. During the Fall months, we host meet and greets as well as new teacher reception to welcome our new Vikings to our family. In the Winter, we will partake in holiday festivities as well as stepping out in the Spring during the month of March.

Mentors are paired with their mentees primarily based on their availability and willingness to mentor. Teachers who require the most support are paired with teachers who have the most flexibility. Those who require less, are paired with the teachers who would prefer doing less. Because of some teachers' unwillingness to mentor, although they are CET trained, we sometimes have to assign mentors up to two mentees. Additionally, because all parties must be on the same page in order to collaborate effectively, we also consider personalities when assigning teachers a mentor/mentee. If we find that the mentor/mentee are not a good fit, we do not hesitate to make an adjustment.

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.

The Raines School trains all faculty and instructional staff on unpacking standards. The Principal meets with each lead and ensures the resources are aligned with the state standards. The Instructional Leadership Team meets on a bi-weekly basis and the leads reports what is transpiring in the department.

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 school uses exit slip and informal data to drive instruction. PLCs meet weekly and review data and make adjustments for remediation and scaffolding. Students are grouped based upon consistent performance and participation on assessments. Participation is monitored by clipboard cruising and a variety of data collection mechanisms to track.

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

Strategy: Extended School Day

Minutes added to school year: 50

Students enrolled in an after school activity, organization or sport must attend the after school tutorial for fifty minutes. Students not enrolled may opt to remain in the media center with tutors or attend a session with a scheduled teacher. Saturday school is another extended learning opportunity for afforded out students.

Strategy Rationale

Student leaders should set an example and be academically focused. Academic focus must have a strategy to ensure it is made a priority.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance data and mini-assessment data is collected throughout the summer session.

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.

City Year Corps, RainesNation, and Communities in School are secure partnerships who help with student transitions. The graduation coach tracks each cohort to ensure they have met graduation requirements. Professional School Counselors are assigned a specific alphabet to track. Counselors go into each English class and provide steps each cohort should be taking toward graduation and goal-setting.

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.

Counselors conduct academic checks over each student's history. The seniors and juniors do personal interviews with the counselors. These interviews center on academic and career planning. Also, counselors visit ninth and tenth grade English courses to review graduation requirements and career opportunities. In addition, parent nights and the advisory council are used to inform all stakeholders of available opportunities post-secondary.

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

The CTE courses such as culinary arts, web technologies, and digital media incorporate specific skills needed for future careers. However, each course offers application which specifically aligns standards to future skills.

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 are strategically placed in math for college readiness, English 4 college prep, and act and sat preparation. These course do diagnostic assessments to place students on a track toward proficiencies on PERT, ACT, or SAT to gain college ready scores. Also, students are placed in specific after-school tutorials based on need for readiness for post-secondary.

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.

Students are rewarded for being deemed college-ready by state standards. They receive reading and math prep courses and sessions. Then, they are given the PERT when they show mastery of specific benchmarks which indicate they will be successful on the test. There are also after-school tutorials set-up for students to diagnose their needs and work on those specifics on various virtual sites.

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize data to make decisions about student learning needs, then students will receive targeted instruction to ensure academic growth in the specific content areas.
- G2.** If teachers participate in ongoing professional development focused on creating rigorous and engaging lessons, then student engagement in all classrooms will increase.
- G3.** If teachers use standards-based resources aligned to the instructional shifts, the student critical thinking, writing skills, and literacy will improve.
- G4.** If teachers use positive behavior interventions, then students will be more engaged in the learning environment.

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 teachers utilize data to make decisions about student learning needs, then students will receive targeted instruction to ensure academic growth in the specific content areas. 1a

G086932

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0

Targeted Barriers to Achieving the Goal 3

- All teachers may not know how to effectively analyze data, create targeted lessons, and assess students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Performance Matters, Focus System, District Curriculum, District Resources and all Blended Learning Resources.

Plan to Monitor Progress Toward G1. 8

Exit Slips, Teacher Exams, District Exams, and State Assessments

Person Responsible

Vincent Hall


Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Daily exit slips, teacher exam data, district exam data and state assessment data will be analyzed by admin to make sure progress is being made.

G2. If teachers participate in ongoing professional development focused on creating rigorous and engaging lessons, then student engagement in all classrooms will increase. 1a

 G086933

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers may not be engaged in professional development opportunities due to lack of differentiated training and curriculum constraints, which results in students being disengaged.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Curriculum, District Resources, and Professional Development Facilitators and Resources

Plan to Monitor Progress Toward G2. 8

Student and Teacher surveys regarding professional development opportunities and student engagement.

Person Responsible

Brian Ellis

Schedule

Semiannually, from 8/22/2016 to 5/31/2017

Evidence of Completion

Data from Teacher and Student Surveys.

G3. If teachers use standards-based resources aligned to the instructional shifts, the student critical thinking, writing skills, and literacy will improve. 1a

G086934

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Students who are not grade level proficient and limited resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Nation, Achieve 3000, ILit, Penda, District Resources, and Pearson Resources

Plan to Monitor Progress Toward G3. 8

Achieve Data, Exit Slips, Teacher Assessments, District Assessments, and State Assessments

Person Responsible

Brandie Stallings


Schedule

On 5/31/2017

Evidence of Completion

The data collected will be Achieve Data, Exit Slips, Teacher Assessments, District Assessments, and State Assessments

G4. If teachers use positive behavior interventions, then students will be more engaged in the learning environment. 1a

 G086935

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	500.0

Targeted Barriers to Achieving the Goal 3

- Lack of resources and formal training on positive behavior interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- HERO Positive Behavior System

Plan to Monitor Progress Toward G4. 8

Referral data will be monitored to make sure school is on target to reach its goal.

Person Responsible

Sabrina Hall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Monthly checks of total discipline data will be conducted and reviewed by admin and dean.

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 teachers utilize data to make decisions about student learning needs, then students will receive targeted instruction to ensure academic growth in the specific content areas. **1**

 G086932

G1.B1 All teachers may not know how to effectively analyze data, create targeted lessons, and assess students. **2**

 B231080

G1.B1.S1 Provide differentiated professional development to teachers, and content areas, on how to effectively assess students, analyse data, and act on that data to meet the needs of studenta. **4**

 S243802

Strategy Rationale

If teachers are provided quality professional development, then they will effectively use data to drive instruction.

Action Step 1 **5**

Identify what teachers will need to know to effectively use data in each content area. Develop professional development with that information.

Person Responsible

Vincent Hall

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher Target Lists, Lesson Plans, and Student Assessments

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

After professional development, admin will monitor the use of data driven instruction during PLCs, observations, and lesson plan reviews.

Person Responsible

Vincent Hall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher Target Lists, Lesson Plans, and Student Assessments

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

Monitoring student growth data on formal and informal assessments.

Person Responsible

Vincent Hall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Exit Slips, Teacher Exams, District Exams, and State Assessments

G2. If teachers participate in ongoing professional development focused on creating rigorous and engaging lessons, then student engagement in all classrooms will increase. 1

G086933

G2.B1 Teachers may not be engaged in professional development opportunities due to lack of differentiated training and curriculum constraints, which results in students being disengaged. 2

B231081

G2.B1.S1 Ensure quality, differentiated professional development that provides specific tools to meet teacher needs, and creating opportunities for teachers to lead professional development. 4

S243803

Strategy Rationale

Creates teacher ownership when they know the professional development is meaningful. Students will respond to the teacher's engagement.

Action Step 1 5

Admin identifies teachers with the skills needed and solicit teacher leaders to deliver PD to those who need it. Provide incentives and consistent updates for professional development opportunities.

Person Responsible

Brian Ellis

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Differentiated Professional Development sessions led by teachers focused on student engagement.

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

Teachers will have accountability partners to help them reflect upon PD and monitor the implementation of skills acquired when creating lessons.

Person Responsible

Brian Ellis

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

All Teachers are Matched up with a mentor, men-tee, or partner teacher and are given time to meet with each other.

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

Observation of increased participation in PD, student engagement and achievement.

Person Responsible

Brian Ellis

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PD agendas, sign in sheets, and summaries. Student engagement through observation. Assessment data.

G3. If teachers use standards-based resources aligned to the instructional shifts, the student critical thinking, writing skills, and literacy will improve. 1

 G086934

G3.B1 Students who are not grade level proficient and limited resources. 2

 B231082

G3.B1.S1 Differentiated instruction (i.e. think-pair-share, small groups, tutoring, etc.) to include focus on content, process and product. 4

 S243804

Strategy Rationale

Allows teacher to focus on both lower level and proficient and provide literacy remediation.

Action Step 1 5

More implementation of Achieve 3000 across content areas, Penda, Math Nation, and Pearson Resources.

Person Responsible

Brandie Stallings

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Achievement levels and use of blended learning programs listed above.

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

Admin will check lesson plans for Achieve 3000/Penda/literacy and Math Nation.

Person Responsible

Brandie Stallings

Schedule

On 5/31/2017

Evidence of Completion

Lesson plans and observation notes.

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

ELA will check for Lexile improvement every month. Data will be analyzed across all content areas.

Person Responsible

Brandie Stallings

Schedule

Monthly, from 8/22/2016 to 5/31/2017


Evidence of Completion

Exit Slip data, Achieve Data, Teacher Assessments, District Assessments, and State Assessments

G4. If teachers use positive behavior interventions, then students will be more engaged in the learning environment. 1

 G086935

G4.B1 Lack of resources and formal training on positive behavior interventions. 2

 B231083

G4.B1.S1 Provide professional development to all teachers on how to use and stay consistent with the HERO system. 4

 S243805

Strategy Rationale

Teachers will be able use and implement HERO in their classrooms, increasing positive behavior referrals.

Action Step 1 5

Create a professional development plan to introduce the HERO system, and create plan to monitor use.

Person Responsible

Sabrina Hall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

HERO PD agenda, and progress monitoring data for HERO use.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Principals and Dean will check on teacher usage monthly and provide monthly incentives for students.

Person Responsible

Sabrina Hall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Monthly data reports and incentive calendar.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Discipline referral data will be checked monthly to identify trends.

Person Responsible

Sabrina Hall

Schedule

Monthly, from 8/22/2016 to 3/31/2017

Evidence of Completion

Dean will provide discipline data report at leadership and admin meetings every month.

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					
G4.B1.S1.MA1 M327165	Discipline referral data will be checked monthly to identify trends.	Hall, Sabrina	8/22/2016	Dean will provide discipline data report at leadership and admin meetings every month.	3/31/2017 monthly
G1.MA1 M327158	Exit Slips, Teacher Exams, District Exams, and State Assessments	Hall, Vincent	8/22/2016	Daily exit slips, teacher exam data, district exam data and state assessment data will be analyzed by admin to make sure progress is being made.	5/31/2017 weekly
G2.MA1 M327161	Student and Teacher surveys regarding professional development opportunities and student...	Ellis, Brian	8/22/2016	Data from Teacher and Student Surveys.	5/31/2017 semiannually
G3.MA1 M327164	Achieve Data, Exit Slips, Teacher Assessments, District Assessments, and State Assessments	Stallings, Brandie	8/31/2016	The data collected will be Achieve Data, Exit Slips, Teacher Assessments, District Assessments, and State Assessments	5/31/2017 one-time
G4.MA1 M327167	Referral data will be monitored to make sure school is on target to reach its goal.	Hall, Sabrina	8/22/2016	Monthly checks of total discipline data will be conducted and reviewed by admin and dean.	5/31/2017 monthly
G1.B1.S1.MA1 M327156	Monitoring student growth data on formal and informal assessments.	Hall, Vincent	8/22/2016	Exit Slips, Teacher Exams, District Exams, and State Assessments	5/31/2017 weekly
G1.B1.S1.MA1 M327157	After professional development, admin will monitor the use of data driven instruction during PLCs,...	Hall, Vincent	8/22/2016	Teacher Target Lists, Lesson Plans, and Student Assessments	5/31/2017 weekly
G1.B1.S1.A1 A315479	Identify what teachers will need to know to effectively use data in each content area. Develop...	Hall, Vincent	8/22/2016	Teacher Target Lists, Lesson Plans, and Student Assessments	5/31/2017 biweekly
G2.B1.S1.MA1 M327159	Observation of increased participation in PD, student engagement and achievement.	Ellis, Brian	8/22/2016	PD agendas, sign in sheets, and summaries. Student engagement through observation. Assessment data.	5/31/2017 monthly
G2.B1.S1.MA1 M327160	Teachers will have accountability partners to help them reflect upon PD and monitor the...	Ellis, Brian	8/22/2016	All Teachers are Matched up with a mentor, men-tee, or partner teacher and are given time to meet with each other.	5/31/2017 monthly
G2.B1.S1.A1 A315480	Admin identifies teachers with the skills needed and solicit teacher leaders to deliver PD to those...	Ellis, Brian	8/22/2016	Differentiated Professional Development sessions led by teachers focused on student engagement.	5/31/2017 biweekly
G3.B1.S1.MA1 M327162	ELA will check for Lexile improvement every month. Data will be analyzed across all content...	Stallings, Brandie	8/22/2016	Exit Slip data, Achieve Data, Teacher Assessments, District Assessments, and State Assessments	5/31/2017 monthly
G3.B1.S1.MA1 M327163	Admin will check lesson plans for Achieve 3000/Penda/literacy and Math Nation.	Stallings, Brandie	8/22/2016	Lesson plans and observation notes.	5/31/2017 one-time
G3.B1.S1.A1 A315481	More implementation of Achieve 3000 across content areas, Penda, Math Nation, and Pearson...	Stallings, Brandie	8/22/2016	Achievement levels and use of blended learning programs listed above.	5/31/2017 monthly
G4.B1.S1.MA1 M327166	Principals and Dean will check on teacher usage monthly and provide monthly incentives for...	Hall, Sabrina	8/22/2016	Monthly data reports and incentive calendar.	5/31/2017 monthly
G4.B1.S1.A1 A315482	Create a professional development plan to introduce the HERO system, and create plan to monitor...	Hall, Sabrina	8/22/2016	HERO PD agenda, and progress monitoring data for HERO use.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers utilize data to make decisions about student learning needs, then students will receive targeted instruction to ensure academic growth in the specific content areas.

G1.B1 All teachers may not know how to effectively analyze data, create targeted lessons, and assess students.

G1.B1.S1 Provide differentiated professional development to teachers, and content areas, on how to effectively assess students, analyse data, and act on that data to meet the needs of studenta.

PD Opportunity 1

Identify what teachers will need to know to effectively use data in each content area. Develop professional development with that information.

Facilitator

Entire Admin Team

Participants

Teachers

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

G2. If teachers participate in ongoing professional development focused on creating rigorous and engaging lessons, then student engagement in all classrooms will increase.

G2.B1 Teachers may not be engaged in professional development opportunities due to lack of differentiated training and curriculum constraints, which results in students being disengaged.

G2.B1.S1 Ensure quality, differentiated professional development that provides specific tools to meet teacher needs, and creating opportunities for teachers to lead professional development.

PD Opportunity 1

Admin identifies teachers with the skills needed and solicit teacher leaders to deliver PD to those who need it. Provide incentives and consistent updates for professional development opportunities.

Facilitator

Entire Admin Team

Participants

Teachers

Schedule

Biweekly, from 8/22/2016 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	Identify what teachers will need to know to effectively use data in each content area. Develop professional development with that information.	\$0.00
2	G2.B1.S1.A1	Admin identifies teachers with the skills needed and solicit teacher leaders to deliver PD to those who need it. Provide incentives and consistent updates for professional development opportunities.	\$0.00
3	G3.B1.S1.A1	More implementation of Achieve 3000 across content areas, Penda, Math Nation, and Pearson Resources.	\$0.00
4	G4.B1.S1.A1	Create a professional development plan to introduce the HERO system, and create plan to monitor use.	\$0.00
Total:			\$0.00