

Duval County Public Schools

Fort Caroline Middle School



2017-18 Schoolwide Improvement Plan

Fort Caroline Middle School

3787 UNIVERSITY CLUB BLVD, Jacksonville, FL 32277

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	F

**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 is pending approval by the Duval County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Fort Caroline Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Fort Caroline Middle is dedicated in its quest to offer students a challenging academic and technology oriented curriculum that will enhance global consciousness, developing skills for the 21st century work force.

b. Provide the school's vision statement.

Ft. Caroline Middle School is a diverse community where academic achievement transforms dreams into reality.

2. School Environment

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

Ft. Caroline Middle School is rooted in authentic relationships that connect each child to an adult. Real connections extend to community development that recognizes and celebrates cultural and demographic differences through authentic instructional connections to oneself and others. There is an emphasis on global awareness, the visual and performing arts, and opportunities for students and families to share their cultures. As a school of the arts, Fort Caroline employees operate with a strong sense of urgency to incorporate the arts within the core subject areas as well as enhance their skills in each art.

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

Ft. Caroline Middle School has a detailed safety plan that is clearly communicated and posted. Authentic relationships are forged and before and after school programs are in place to surround students with multifaceted services. Students have many mentors/coaches/instructors whom they can confide and trust.

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.

Ft. Caroline Middle School has embedded strong rituals and routines that align with the DCPS code of conduct. The faculty has embedded "Foundations" within the building to ensure that all protocols are clearly established to support student learning and meaningful instruction. Expectations are modeled regularly and relationships are forged to support academic and behavioral goals. Teachers use CHAMPS to direct classroom management plans, and incorporate daily contact with parents.

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.

At Ft. Caroline Middle School Students are supported by school counselors, appropriate adult to student relationships, and peer to peer relationships. Through partnerships with community agencies and "Full Services Schools" we are able to provide wrap around services to support and

educate the "whole" child. Many of our students have mentors and many work as peer ambassadors to promote a positive culture and support problem solving activities build student efficacy.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students who miss 10% or more of available instructional time.
Students who fail a Math or Language Arts course.
Students who fail two or more courses.
Students who receive two or more behavior referrals
Students who receive one ore more behavior referrals that leads to suspension as defined in s.1003.01(5),F.S.

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	6	11	15	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	27	14	12	0	0	0	0	53
Course failure in ELA or Math	0	0	0	0	0	0	5	5	10	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	52	65	69	0	0	0	0	186

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	2	5	7	0	0	0	0	14	

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

Students who demonstrate early warning signs are provided interventions that include but are not limited to:

- Extended learning opportunities through SOAR or Team UP and recovery opportunities through flexible scheduling.
- Exposure to college and career activities.
- Parental Involvement activities as well as eighth grade transition to high school nights.
- Small group behavioral and academic mentor programs (Achievers for Life, Boys and Girls Club, Communities In Schools).
- Prevention through high expectations, multiple academic offerings, effective teaching, and a warm welcoming environment.
- Restorative Justice practices that include mentor support and mediation.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Ft. Caroline Middle School continues to reach out in an effort to connect with parents and support our students. Our parental involvement activities consist of a wide array of parental support nights as well as a strong partnership with community agencies that provide holistic services. Our goal is to increase our parent contact by 5% through parent teacher conferences, trainings, and effective communication through multiple platforms.

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.

Ft. Caroline Middle School builds strong community relationships by engaging community members formally and informally. As a new School of the Arts, Fort Caroline has partnerships with members of the arts community in Jacksonville. All community stakeholders are invited to school events to highlight their contribution to the community and school. Parents and community members are encouraged to participate in the quarterly awards ceremonies for students, arts exhibits, musical showcases, as well as faculty and student talent shows and performances. Parents are also encouraged to attend transitional information sessions led by the school counselors in preparation for post-middle school expectations as well as getting ready for the next school year.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Green, Megan	Principal
Wellington, Chelvert	Assistant Principal
Knight, Vanessa	Instructional Coach
Butler, Rhodesia	Other
Taliferro, Laura	Instructional Coach
Swift, Shakesha	School Counselor
Heller, Katie	School Counselor
Shakespeare, Tikila	Teacher, K-12

b. Duties

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

The Principal will monitor all classroom instruction, with an emphasis on the ELA, Reading, and Social Studies. Mr. Wellington, Assistant Principal will primarily monitor the Math, and Science Departments. Both the Principal and the Assistant Principal will monitor the Arts electives. The Reading Instructional Coach will provide support to ELA, Reading, and History Departments. The Math Instructional Coach will provide support to Math and Science teachers. Ms. Knight, the Reading Coach will provide direct support to the MINT program participants as the Professional Development Facilitator. Ms. Butler, the Magnet Coordinator is the liaison between the administration, community and the Arts programs. She monitors curriculum development and implementation.

Leadership Team members consistently communicate with Academic Coaches and Administrators to support the problem-solving process. The members take information back to their departments for dissemination and monitor/support progress towards the established school goals.

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 data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, the Foundations Team will implement the necessary structures and procedures to facilitate the smooth operation of the school. The team meets monthly to address any concerns posed from faculty and staff. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area and curriculum alignment. On the individual teacher level, teachers will be monitored and supported by coaches and teachers needing intensive support who will participate in coaching cycles with the subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated Support Facilitators and the School Counselors. Weekly Cabinet meetings are conducted with Principal, Assistant Principal, Reading Coach, Math Coach, Arts Coordinator, Testing Coordinator, PDF, Dean, ISSP, and School Counselors. During this time, discussions surrounding updated school data, testing calendar and discipline highlights are shared. Administrator and Academic Coach meetings follow the Cabinet meetings on a weekly basis. Discussions entail observations and feedback from classroom visits relating to core instruction, teacher needs, resource allocation, coaching cycles, differentiation, data chats and upcoming events. Bi-weekly meetings occur between the Principal/Assistant Principal and the ESE department to ensure that services are consistently being provided to students (i.e. support facilitation and consultation) and to determine students who need to participate in the MRT process.

Title I monies are being expended on 1 full-time teacher, 2 Instructional Coaches and one part-time Volunteer Liaison.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Megan Green	Principal
Terra Jackson	Parent
Rhodesia Butler	Business/Community
Shakesha Swift	Parent
Katrina Blakely	Business/Community
Kathryne Heller	Education Support Employee
Vincent Mokwenye	Parent
Chelvert Wellington	Education Support Employee
Kendrick McNealy	Student
Bianca Shaffer	Student
Kenechukwu Mokwenye	Student
Tikila Shakespeare	Education Support Employee
Vicki Lungsford	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC participated in conversations about the school's data and goals for the school year. The educational support members, all teachers, three parents, principal and student members discussed the needs of the school prior to completing the SIP.

b. Development of this school improvement plan

The SAC participated in conversations about the school's data and goals for the school year. The educational support members, all teachers, several parents, principal and student members discussed the needs of the school prior to completing the SIP. The completed plan will be reviewed by the SAC for approval.

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

The SAC participated and continues to be privy to conversations regarding the schools annual budget plan.

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

N/A, funds were not used hence the funds rolled over. The SAC will convene to discuss the funds that are available in order to determine the best use.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Green, Megan	Principal
Knight, Vanessa	Instructional Coach
Heller, Katie	School Counselor
Shakespeare, Tikila	Other

b. Duties

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

School-wide strategies are aligned with the focus on literacy. Literacy is the common thread that connects all programming and curriculum. Teachers receive weekly training through PLCs on applicable strategies that support critical thinking, the use of complex texts and embed opportunities to expose students to various genres. A school-wide Writing Plan will be developed with an implementation goal to start in late September.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The schools master schedule is designed to afford common planning times. The schedule promotes content area planning in support of a positive working relationships to improve academic achievement.

Monthly team building activities are embedded within Early Dismissal agendas whereas all teachers, Instructional Coaches and Administrators will participate. Teachers will engage in Virtual Early Release Training each month. Faculty and Staff also participate in Parental Involvement activities to further build strong relationships with one another and the community.

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

The school follows the District's policies in recruiting and hiring teachers. Utilizing the Mentor and Induction for Novice Teachers (MINT) program, we strive to retain and support teachers through mentoring by administrators, mentors and the Professional Development Facilitator. We also facilitate on-site professional development activities to support the individual growth of teachers. The administrators, academic coaches and mentors facilitate classroom observations and provide feedback to hone in on strategies to support teachers with refining their practice to achieve and maintain efficacy/ effectiveness.

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

Teachers new to Duval County schools are enrolled into the district's MINT (Mentoring and Induction for Novice Teachers) program. The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

Each new teacher at Fort Caroline Middle School is paired with a CET trained teacher in the same

subject area when possible. The support team of administrator, mentor, and PDF meet with the new teacher regularly to access the progress and needs of the teacher. The academic coaches also provide support in modeling lessons and facilitating coaching cycles.

Selection Criteria:

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

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

The pairings between mentor and MINT participant has already been completed for this school year. The monthly meetings have been identified and shared with all parties. The District Specialist and PDF continuously monitor the process, provide updates, plan for support and facilitate the monthly meetings.

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.

Ft. Caroline Middle School has provided teachers with job embedded professional development on unpacking standards to align the classroom instruction with Florida Standards. Teachers have participated in lesson studies and continuous data chats to ensure alignment. Teachers use the district created curriculum guides to develop their lesson plans each week.

Weekly Department PLCs will lend themselves to collaboration among teachers, coaches, specialists and administrators on developing rigorous lessons using the Florida standards, test item specifications and content specific resources.

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.

Data drives all school-based decisions at Ft. Caroline Middle School. Students initial course placement is determined through the previous year's data. Daily reflection upon formal and informal data shapes day to day instruction and is evidenced through small group instruction, centers, and rotations. Teachers indicate differentiation in their lesson plans and make changes in the flow as student products evolve.

The full implementation of the rotations/stations system within all core content classes will provide

teachers with the opportunity to use data to guide instruction. During rotations, a teacher led group will be facilitated using data to determine which students require additional support via a reteach. Also during rotations, students will be provided with the opportunity to extend learning using Achieve3000, Rosetta Stone, Digits, and other computer based resources to increase student achievement. The activities within each resource are differentiated and adjusted according to data and individual student needs.

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: 40,800

SOAR/Before School Extended Day program will focus on implementing safety nets for math and reading since the majority of the participating students are functioning below grade level standards. Students also have the opportunity to participate in Team Up activities afterschool whereas an instructional and enrichment component occur daily. Homework Help and Tutoring are also offered.

Strategy Rationale

To provide students with an extra layer of instructional, behavioral, social and emotional support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wellington, Chelvert, wellingtoc3@duvalschools.org

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

Monthly progress monitoring data for the participating students will be monitored. Feedback from classroom teachers will be obtained in order to target specific needs of students and to monitor progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Through the arts program offerings we welcome various elementary schools to tour and visit Fort Caroline Middle for performances and meet and greets. We partner with Lavilla School of the Arts for auditions and parent nights to ensure program alignment. The arts teachers work with students who are interested in continuing their arts education by preparing them for auditions at Douglas Anderson School of the Arts.

The School Counselors work closely with the surrounding high schools and bring their counselors to the school to meet with students. We host a College and Career Fair in partnership with University of North Florida throughout the year, and invite various colleges and businesses to the school to meet and present to students.

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.

Course selection process occurs annually in the Spring where individual students are advised and then allowed to choose courses of interest for the subsequent year. Guidance Counselors meet with students to advise about academic opportunities, grades/GPAs, test scores, career planning and preparation for high school. We also house some wrap around services (Achievers for Life, Boys and Girls Club, Team Up, etc.) in which the coordinators are located on campus. The services are provided include: family support/education, mentoring and academic support.

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

The school is an International Baccalaureate Middle Years Programme World School. Teachers are being trained on how to incorporate strategies to integrate coursework. Also, the District has revised the curriculum guides to support integration of each content area as much as possible. In addition, the school is a visual and performing arts school offering Instrumental Music, 2D and 3D art, Graphic Art, Dance, Musical Theatre and Theatre.

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

Improving proficiency within each content area will support student readiness for high school. The administrators have facilitated conversations with parents, faculty and staff members about goals and expectations as well as how they are aligned with long-term progress (enrollment into high school).

Every Early Dismissal Wednesday has been identified as a "College Awareness" day. The Faculty, Staff and Students wear college attire and the teachers facilitate school-wide college awareness. Our theme this year is "Whatever it Takes," which embodies our expectations to go the extra mile for 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.

Ft. Caroline students are provided comparative data that connects students to post secondary outcomes. We try to provide students with experiences, exposure, and opportunities that will increase their probability of post secondary success.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 a positive culture is developed on campus, then the environment will be conducive to learning within all grade levels.
- G2.** If all teachers plan and facilitate lessons with focus, coherence, and rigor aligned to the state standards, then student achievement will increase in all core 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 a positive culture is developed on campus, then the environment will be conducive to learning within all grade levels. 1a

G094427

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	95.0
School Climate Survey - Student	95.0
School Climate Survey - Parent	95.0

Targeted Barriers to Achieving the Goal 3

- The cultural focus of faculty and staff is on negative behaviors rather than positive reinforcements
- Unrealistic expectations of students
- Lack of immediate interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Proactive strategies to connect with students, teachers, and parents
- Incentive items for all stakeholders
- College Awareness Wednesdays
- Intentional and layered support for new teachers
- Field experiences and hands-on activities to support engagement
- Recognition Systems

Plan to Monitor Progress Toward G1. 8

Closely monitoring teacher referrals for consistent decline

Person Responsible

Rhodeshia Butler

Schedule

Weekly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Fewer teacher referrals, and more interventions applied.

G2. If all teachers plan and facilitate lessons with focus, coherence, and rigor aligned to the state standards, then student achievement will increase in all core areas. 1a

G094428

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	40.0
Civics EOC Pass	70.0
FCAT 2.0 Science Level 3	60.0

Targeted Barriers to Achieving the Goal 3

- More than half of the teachers are new to the campus this year and are a part of the MINT program.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IB Training
- Curriculum Guides
- Item Specifications
- FSA and CPALMS Website
- Virtual Common Planning and Early Release
- AVID Training and Methodologies

Plan to Monitor Progress Toward G2. 8

Continuous monitoring will occur through observation, strategic planning in PLC, and consistent feedback from coaches and administration.

Person Responsible

Chelvert Wellington

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Meeting minutes, surveys, coaching logs, and data collected through Achieve 3000, ILit, IReady, Penda, and DAR testing.

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 a positive culture is developed on campus, then the environment will be conducive to learning within all grade levels. **1**

 G094427

G1.B1 The cultural focus of faculty and staff is on negative behaviors rather than positive reinforcements

2

 B253642

G1.B1.S1 To create an emotional connection between faculty, staff, and students. **4**

 S267877

Strategy Rationale

The trifecta of low SES status, poor behavior, and low academic performance affect the way teachers connect with students.

Action Step 1 **5**

Bridges out of Poverty: Dr. Ruby Payne

Person Responsible

Megan Green

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

PD Agenda, minutes, and reflection

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

Survey of audience to determine personal biases before and after presentation.

Person Responsible

Megan Green

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Survey feedback

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

The leadership team will monitor the total number of referrals and interventions applied,

Person Responsible

Rhodesia Butler

Schedule

Weekly, from 9/9/2017 to 6/1/2018

Evidence of Completion

The decrease in total number of referrals compared to the same time last year. Also, the number of interventions will increase using Restorative Justice.

G1.B2 Unrealistic expectations of students 2

B253643

G1.B2.S1 Provide training to all faculty and staff on the 2017-2018 Student Code of Conduct. 4

S267878

Strategy Rationale

To help teachers understand behavioral infractions and how they are addressed.

Action Step 1 5

Present the Code of Conduct and review infractions and consequences.

Person Responsible

Rhodesia Butler

Schedule

On 9/29/2017

Evidence of Completion

PowerPoint presentations, notes, agenda, sign in sheets.

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

New Teacher Meetings

Person Responsible

Vanessa Knight

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Meeting Agendas, meeting notes, sign-in sheets.

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

Discipline Data

Person Responsible

Rhodesia Butler


Schedule

Weekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Data collected to capture total number of infractions and interventions attempted to redirect student behavior.

G1.B2.S2 Provide training to teachers on how to provide Tier 2 interventions to redirect student behavior. 4

 S267879

Strategy Rationale

To help teachers connect with a solution that will remedy the behavior long term, and to promote positive teacher and student relationships.

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers will log interventions in the Teacher portal in Focus.

Person Responsible

Chelvert Wellington

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Teacher logs, parent contact, interventions attempted with dates and outcomes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Discipline data collected each week with infractions and interventions used.

Person Responsible

Rhodeshia Butler

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Teacher logs, parent contact, parent conferences.

G2. If all teachers plan and facilitate lessons with focus, coherence, and rigor aligned to the state standards, then student achievement will increase in all core areas. 1

 G094428

G2.B1 More than half of the teachers are new to the campus this year and are a part of the MINT program.

2

 B253646

G2.B1.S1 The Professional Learning Communities are focused on teaching and learning through professional development and lesson planning. 4

 S267881

Strategy Rationale

Collaboration is needed to enhance best practices and create data-driven lesson plans aligned to the Florida Standards.

Action Step 1 5

The Instructional Framework of the Math department has changed to reflect a student centered learning environment.

Person Responsible

Chelvert Wellington

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, Agendas and Minutes

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

Administrator and Coach monitor the lesson planning and implementation of the framework during PLC time and classroom observations.

Person Responsible

Chelvert Wellington

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, Agendas, Weekly lesson plans, and Minutes

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

Administration and Coaches monitor the effectiveness of the framework through classroom walk throughs and PLC debriefs.

Person Responsible

Chelvert Wellington

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Meeting minutes, agenda, product

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1 A356460	Present the Code of Conduct and review infractions and consequences.	Butler, Rhodesia	9/6/2017	PowerPoint presentations, notes, agenda, sign in sheets.	9/29/2017 one-time
G1.B2.S1.MA1 M380662	New Teacher Meetings	Knight, Vanessa	9/11/2017	Meeting Agendas, meeting notes, sign-in sheets.	5/31/2018 monthly
G1.MA1 M380665	Closely monitoring teacher referrals for consistent decline	Butler, Rhodesia	9/29/2017	Fewer teacher referrals, and more interventions applied.	6/1/2018 weekly
G2.MA1 M380668	Continuous monitoring will occur through observation, strategic planning in PLC, and consistent...	Wellington, Chelvert	8/28/2017	Meeting minutes, surveys, coaching logs, and data collected through Achieve 3000, ILit, IReady, Penda, and DAR testing.	6/1/2018 weekly
G1.B1.S1.MA1 M380659	The leadership team will monitor the total number of referrals and interventions applied,	Butler, Rhodesia	9/9/2017	The decrease in total number of referrals compared to the same time last year. Also, the number of interventions will increase using Restorative Justice.	6/1/2018 weekly
G1.B1.S1.MA1 M380660	Survey of audience to determine personal biases before and after presentation.	Green, Megan	8/14/2017	Survey feedback	6/1/2018 monthly
G1.B1.S1.A1 A356459	Bridges out of Poverty: Dr. Ruby Payne	Green, Megan	8/14/2017	PD Agenda, minutes, and reflection	6/1/2018 annually
G1.B2.S1.MA1 M380661	Discipline Data	Butler, Rhodesia	9/11/2017	Data collected to capture total number of infractions and interventions attempted to redirect student behavior.	6/1/2018 weekly
G2.B1.S1.MA1 M380666	Administration and Coaches monitor the effectiveness of the framework through classroom walk...	Wellington, Chelvert	8/28/2017	Meeting minutes, agenda, product	6/1/2018 weekly
G2.B1.S1.MA1 M380667	Administrator and Coach monitor the lesson planning and implementation of the framework during PLC...	Wellington, Chelvert	8/28/2017	Sign-in sheets, Agendas, Weekly lesson plans, and Minutes	6/1/2018 weekly
G2.B1.S1.A1 A356461	The Instructional Framework of the Math department has changed to reflect a student centered...	Wellington, Chelvert	8/28/2017	Sign-in sheets, Agendas and Minutes	6/1/2018 weekly
G1.B2.S2.MA1 M380663	Discipline data collected each week with infractions and interventions used.	Butler, Rhodesia	8/28/2017	Teacher logs, parent contact, parent conferences.	6/1/2018 weekly
G1.B2.S2.MA1 M380664	Teachers will log interventions in the Teacher portal in Focus.	Wellington, Chelvert	8/28/2017	Teacher logs, parent contact, interventions attempted with dates and outcomes.	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If a positive culture is developed on campus, then the environment will be conducive to learning within all grade levels.

G1.B1 The cultural focus of faculty and staff is on negative behaviors rather than positive reinforcements

G1.B1.S1 To create an emotional connection between faculty, staff, and students.

PD Opportunity 1

Bridges out of Poverty: Dr. Ruby Payne

Facilitator

District lead or outside resources

Participants

Faculty and staff

Schedule

Annually, from 8/14/2017 to 6/1/2018

G1.B2 Unrealistic expectations of students

G1.B2.S1 Provide training to all faculty and staff on the 2017-2018 Student Code of Conduct.

PD Opportunity 1

Present the Code of Conduct and review infractions and consequences.

Facilitator

Dean of Students

Participants

All Faculty

Schedule

On 9/29/2017

G2. If all teachers plan and facilitate lessons with focus, coherence, and rigor aligned to the state standards, then student achievement will increase in all core areas.

G2.B1 More than half of the teachers are new to the campus this year and are a part of the MINT program.

G2.B1.S1 The Professional Learning Communities are focused on teaching and learning through professional development and lesson planning.

PD Opportunity 1

The Instructional Framework of the Math department has changed to reflect a student centered learning environment.

Facilitator

Administrators, District Specialist, Instructional Coaches and Department Teachers

Participants

Department Teachers, Instructional Coaches and Administrators

Schedule

Weekly, from 8/28/2017 to 6/1/2018

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	Bridges out of Poverty: Dr. Ruby Payne	\$0.00
2	G1.B2.S1.A1	Present the Code of Conduct and review infractions and consequences.	\$0.00
3	G2.B1.S1.A1	The Instructional Framework of the Math department has changed to reflect a student centered learning environment.	\$0.00
Total:			\$0.00