

Duval County Public Schools

Riverside High School



2017-18 Schoolwide Improvement Plan

Riverside High School

1200 S MCDUFF AVE, Jacksonville, FL 32205

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">83%</p>

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 Riverside High 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.

To provide educational excellence in every classroom, for every student, every day

b. Provide the school's vision statement.

Creating a safe and supportive environment for the advancement of all students as life long learners to promote success in post-secondary opportunities and beyond.

2. School Environment

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

Lee High School's rich history and ties to the community help to sustain a good deal of school pride that is shared by both students and faculty members. Through athletics, academic and social events, clubs, and other school-based functions, students are provided an opportunity become more involved and invested in their school. It is through these programs and activities that teachers and other faculty members are able to connect with students outside of day-to-day classroom interactions. Within the classroom, teachers work to develop lesson plans that are primarily student-focused and student-driven, allowing for a great deal of student input and interaction.

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

Administrative, School Resource Officer, and security staff are always present and visible to students before, during, and after school hours to ensure safety and sense of well being for students. Additionally, Lee High School has 64 operational security cameras that are strategically placed around campus and regularly monitored. In the mornings security staff is posted to greet students at all entrances. During class, security staff members are constantly circulating the campus in overlapping zones to ensure student safety. Security Staff and Administrators monitor movement during the change of class, as Teachers are positioned at their doors to greet students and monitor hallways during transitional periods. Additionally, Deans, Administrators, and Security staff are in constant communication via long range radios to ensure support is always available when needed. These efforts help to ensure Lee High School continues to be a place where students and faculty members feel safe and respected, leading to high retention of quality staff and students each year.

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.

Lee High School Administrators provide direction and support to ensure that all faculty members and students are familiar with the student code of conduct and that protocols for dealing with behavioral issues are clear and consistently followed by all.

All new teachers at Lee High School are provided professional development in the use of CHAMPS strategies to increase student engagement and maintain effective classroom management. Additionally, support is provided to all teachers through Professional Learning Communities,

Academic Coaches, and Administrator feedback as part of a strategic system to develop, support, and retain quality teachers at Lee high School.

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.

Through the school guidance department, students are provided one-on-one professional support as needed and are connected with available resources through school-based and non-school-based programs. Support/Resources include, but are not limited to School Psychologist, Student Option for Success (S.O.S.) for behavior issues, ZIP Drug Counseling, Gateway Community Services, Child Guidance Center for students in Crisis, Youth Crisis Center, and Social Workers provided by the District.

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.

- Weekly attendance reports are run and reviewed each week by the admin/leadership to I.D. students in need of support.
- Weekly discipline reports are run by the Dean of Discipline and reviewed in admin/leadership to I.D. students in need of support
- Bi-quarterly progress reports are run for each student for Teachers to I.D. students in need of support
- Every teacher is provided with reading and math scores for incoming students to I.D. students in need of support

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	389	360	372	375	1496
One or more suspensions	0	0	0	0	0	0	0	0	0	71	55	60	48	234
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	83	0	0	0	83
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	4	2	21	70	97

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	417	386	390	393	1586

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

- Weekly attendance reports are run and reviewed each week by the admin/leadership team and are addressed in AIT Meetings with the school's Truancy Officer
- Weekly discipline reports are run by the Dean of Discipline and reviewed in admin/leadership teams

to identify patterns and develop strategies to address substantial concerns

-Bi-quarterly progress reports are run for each student; Every student with a failing grade is provided with Scholarship Warning; Teachers conduct regular data chats with students to identify and address areas in need of improvement

-Every teacher is provided with reading and math scores for incoming students; Teachers use student data to differentiate instruction in the classroom

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?

Yes

1. PFEP Link

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

2. Description

Improve parent involvement in school related functions and activities both during the school day and outside of regular school hours.

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.

Over the course of the school year, multiple efforts are made through different initiatives to increase parent and community involvement and support, in an effort to ensure both students and teachers feel that Lee High School is a safe and supportive environment. Initiatives include the following:

- District Parent Academy Meetings hosted at Lee High School
- Annual Parent involvement meetings,
- Program-based Open Houses (Engineering, Early College, School-wide)
- Quarterly Volunteer Training by School Volunteer Liaison
- Active Involvement with Junior Achievement
- Quarterly "Town Hall" meetings for Community Members to Meet with the Principal

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
Stuart, Scott	Assistant Principal
Schneider, Scott	Principal
Hamilton, Sabrina	Assistant Principal
Hudson, Robert	Assistant Principal
Green, Michele	Assistant Principal
Eady, Judy	Dean

b. Duties

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

Scott Schneider - Principal - Oversee all strategies in SIP

Michele Green - Assistant Principal - Oversee implementation of Literacy & School-Wide Strategies in Social Studies.

Sabrina Hamilton-Assistant Principal - Oversee implementation of Literacy & School-wide strategies in ESE and Elective courses

Scott Stuart- Assistant Principal - Oversee implementation of Literacy & School-wide strategies in Science courses

Robert Hudson - Assistant Principal - Oversee implementation of Literacy & School-wide strategies in ELA and Reading Courses

Kimberly Small - Reading Coach - Support Reading and ELA teachers and their implementation of Reading strategies

Cindy Grubbs - ELA Dept. Head - Coordinates PLCs for teachers regarding the analyzing of data and implementing strategies based on that data.

David Gaslin - Reading Dept. Head - Coordinates PLCs for teachers regarding the analyzing of data and implementing strategies based on that data.

Natasha Morrison - Math Dept Head - Coordinates PLCs for teachers regarding the analyzing of data and implementing strategies based on that data.

Jon Allen - Science Dept. Head - Coordinates PLCs for teachers regarding the analyzing of data and implementing strategies based on that data.

Lya Crowden- Graduation Coach - Coordinates strategies as well as incentives for after school interventions

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 focus of the School Leadership Team will be governed by the following essential questions: What do we want students to learn? What does the data tell us regarding that learning? What strategies can be used to meet the needs of students? What other steps can we take to calibrate the work governing this initiative? How can effective teachers be developed and retained in order to ensure consistent implementation and improved/increased use of effective strategies? The Coaches and Administrative team will meet once a week as a whole group to monitor the progress of strategies outlined in the School Improvement Plan. Teachers will screen data in their respective PLCs and make informed-instructional decisions; an extensive review of data from formative assessments and CGAs will assist in identifying intentional non-learners and failed learners. Through Professional Learning Communities, teachers, coaches, specialists, and administrators will work together to devise

a plan to provide interventions to students as per noted patterns and/or deficiencies presented by the most current data. The administrative team will meet weekly to discuss classroom monitoring on instructional strategies and how best to provide support to help further develop and support teachers. The Lead Teachers (Department Heads) will meet once a month with the administrative team to discuss strategies regarding students that are in need of Tier 1, Tier 2, or Tier 3 interventions. The Lead teachers will take this information back to their team members and ensure that the staff knows how to apply the interventions. Administrators will collect evidence from the teachers showing their implementation of the interventions as well as the data collected from those interventions.

Title I, Part A

Create a Parent Welcome Center offering resource materials to assist parents with developing strategies to ensure their child's success in high school and beyond. Hold parent meetings focused on increasing parent involvement in their students education. Services are provided to ensure students requiring additional remediation are assisted through after-school, Saturday School, and tutoring. Funds were used to hire personnel.

Nutrition Programs

HOPE classes will participate in Furl Up to Play 60 program that focuses on nutrition and exercise.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael J. Hawk	Business/Community
Rosalyn Bloxom-Johnson	Teacher
Jenetta Lowery	Business/Community
Keith Lowery	Business/Community
Scott Schneider	Principal
Denise Lee	Parent
Rory Thompson	Student
Mary Hendrix	Parent
Pressley Hendrix	Student
Michele Green	Education Support Employee
Sonya Olds	Parent
Jacob Olds	Parent
Danielle Williams	Parent

b. Duties

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

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

Prior to completing the School Improvement Plan for 2017-18, The School Advisory Council will review the SIP for 2016-17 school year with the purpose of identifying effective strategies to continue and ineffective strategies to re-evaluate/update or discard.

b. Development of this school improvement plan

The School Advisory Council is presented the same opening of school data that the faculty and staff is presented. The members discuss the information and present strategies or ideas to the principal to take back and implement in the school. The principal then presents the input and strategies to be considered for inclusion into the School Improvement Plan.

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

The SAC will review and provide input regarding the school budget, making decisions regarding allocation of funds toward School Improvement for the 2017-18 School year.

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

Total SIP Funds: \$8,600

Equipment to benefit the health and well-being of students- \$1,100

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
Schneider, Scott	Principal
Stuart, Scott	Assistant Principal
Gaslin, David	Teacher, K-12
Grubbs, Cindy	Teacher, Adult
Hudson, Robert	Assistant Principal
Green, Michele	Assistant Principal

b. Duties

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

The primary initiative for this year will be to ensure that teachers receive Professional Development on and are applying effective literacy/writing strategies across all subject areas consistently and that safety-nets are in place and are being implemented in order to successfully provide students in our target groups (those scoring in the Lower 25 Percentile on the Reading FSA and students who are on the cusp of achieving proficiency) with instruction, guidance, skills, and support necessary for significant gains to be realized by these students.

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.

All teachers use approved agendas to guide participation in weekly common planning sessions where they work together to ensure student work is tied to curriculum standards, share effective teaching strategies, build common lesson plans, construct common assessments, and review and compare student data pulled from Performance Matters, FOCUS and Common Assessment Data.

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

1. On-going professional development through planning periods meetings, faculty meetings and quarterly instructional days.

Person Responsible: Administrative and Academic Coaching Staff

2. Full-time instructional coaching staff to support and assist teachers in honing their craft.

Person Responsible: Principal and Assistant Principal

3. Monthly Beginner Teacher meetings designed to keep new teachers connected, informed and on track in MINT.

Person Responsible: Professional Development Facilitator

4. Frequent Walk-through observations with immediate specific and thorough feedback that includes positive reinforcement as well as recommendations/suggestions.

Person Responsible: Administrators

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

The purpose of the DCPS Mentoring and Induction for Novice Teacher (MINT) program is to increase student learning by providing supervised support services for teachers during their first years of teaching, to assist in the continuance of their professional development, and to meet the requirements of Florida Statute 1012.56 (6)(f) and (8)(b). 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).

Lee High School's MINT Program adheres to these Guiding Principles:

- Rigorous professional standards and a focus on student achievement in guiding the teaching practice of effective teachers.
- Becoming an effective teacher is a developmental process.
- Effective support and assistance is tailored to meet the individual needs of the developing teacher.
- Sustained, consistent, mentor support is critical to the development of effective teachers.
- Principal support is critical to the development of effective teachers.
- Effective induction support enhances teaching practice and teacher retention.

Rationale for Mentor Pairings:

Mentors are chosen based on level of experience and success in their own classrooms, as well as their willingness to support fellow teachers. Teachers are paired with mentors in their subject area if possible, to ensure subject-specific support can be provided when necessary and that the mentor and mentored teacher have ample opportunity to communicate.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator

Accomplished Practices

- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- other activities that are specific to your school...

Selection Criteria:

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

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

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

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.

All courses are aligned with Florida Standards through the use of Curriculum Guides provided by the district and development of common lesson plans focused around specific standards.

b. Instructional Strategies

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

Teachers conduct common planning sessions within Professional Learning Communities, drawing on student data to identify needs for improvement and develop effective strategies for implementation. Teachers pull data from district and common assessments, using student performance to group students for specific assignments in three-tier rotations (working in stations)

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

Strategy: After School Program

Minutes added to school year: 16,200

After school tutoring for Academic Classes
After school assistance for EOC, FSA, PERT, SAT and ACT Prep

Strategy Rationale

After school tutoring and support sessions will provide students with additional time, in more isolated groups, with direct support from teachers

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schneider, Scott, schneiders@duvalschools.org

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

Attendance is kept at all after school activities. These students are monitored regarding their academic success as well as their test scores.

Strategy: Weekend Program

Minutes added to school year: 1,920

Assistance for FSA, SAT and ACT test

Strategy Rationale

Practice tests and practice with specific test taking strategies will improve test taking skills and provide student with the necessary experience and opportunity to implement those strategies with teacher support

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stuart, Scott, stuart1@duvalschools.org

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

Attendance is kept at all after school activities. These students are monitored regarding their test scores.

Strategy: Summer Program

Minutes added to school year: 1,200

Students participate in summer reading - list are given to students during the previous year.

Strategy Rationale

Bridging academic gap between school years

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stuart, Scott, stuart1@duvalschools.org

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

Students take an assessment upon their arrival back to school. Assessments are analyzed.

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.

Many incoming 9th Graders will be scheduled into Intensive Reading, focused on providing additional support via effective literacy/reading strategies in order to increase comprehension and retention of information across all subject areas and grade-levels. Additionally, all Algebra 1 and Geometry students are scheduled into Intensive Math courses with their Algebra 1 & Geometry teachers to provide students with more face time with teachers and instruction in these high accountability areas. All Graduating Seniors are provided opportunities and support via Senior Parent Night, College & Career Night, and daily support from the school's graduation coach with signing up for ACT & SAT and applying for colleges.

The Guidance Department will conduct several Parent/Community nights focused on preparing students and their families for the transition into, through, and out of high school.

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.

Guidance focuses on post-secondary planning including career planning and selecting courses that fit with the student's interests. They also meet with students individually review past courses/grades and determine the courses that are best suited for their abilities. Additionally, Lee High students receive background and support in Career Technical Education through the Engineering Program at our school, which has an advisory board made up of Independent Contractors from multiple fields of Engineering as well as JEA, Nav-Air, UNF, International Flavors. Our Engineering Program is also working with Big Brothers & Big Sisters to Promote different Job Shadowing Opportunities. Our logistics program also works with companies such as Soler & Palau Mfg., Safariland Mfg., Main

Metals Recycling Mfg., Seanous Logistics, Suddath Logisitcs, Landstar Transportation, Florida Dept of Transportation, Jacksonville Chamber of Commerce as well as JAXPORT to provide students with field trip and job shadowing opportunities.

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

Engineering Academy is aligned with Autocad and currently working with Project Lead the Way to offer additional certifications.

Digital Media Technology program offers certification in Dreamweaver and Photoshop
We are also working to offer several certifications through our Logistics Program.

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

Lee offers AP, Dual enrollment, ACT/SAT, PERT/ASVAB, and various industry certifications. CTE incorporates reading and math standards into the curriculum. CTE and Academic Programs work together through integrated lesson planning with Engineering tying in standards and curriculum from upper level science courses. Logisitics work with ELA and Journalism courses to tie academic lessons to practical application through class projects and industry-based writing assignemnts.

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.

Increase in after-school and weekend preparation for the ACT & SAT with Increased advertisement and incentives as well as offering an in-house ACT & SAT during the regular school-day to ensure the assessments are available to all, regardless transportation or other needs.

Addition of Parent College & Career support through the Parent Involvement Plan and Implementation of additional Parent nights, focused around College & Career Services through the district as well as outside resources.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Å§ 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Utilize state, district, and school-based data effectively and consistently to drive instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place.

- G2.** Develop and Retain highly-effective teachers by creating a culturally supportive learning environment for both teachers and students that fosters learning through collaborative discussions and tasks, safe and civil debates, and students and teachers willing and wanting to take ownership for their academic/teaching success.

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. Utilize state, district, and school-based data effectively and consistently to drive instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place.

1a

G094429

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FAA Writing Proficiency	75.0
Bio I EOC Pass	70.0
FSA Mathematics Achievement	65.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Students are unwilling to take risks in writing; focusing too much on the product rather than the process.
- Lack of retention of content knowledge from previously taught curriculum in Math courses

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Made Assessments aligned to FSA Test Item Specifications
- Support from all subject areas focused on student writing to demonstrate understanding
- Virtual lessons and shareable equipment/resources
- Reading Coach & Interventionist
- Math Coach
- District Coaches and Specialists
- Classroom Computers

Plan to Monitor Progress Toward G1. 8

Reflection on student performance data and mastery of skills in area of needed improvement.

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Student Data

G2. Develop and Retain highly-effective teachers by creating a culturally supportive learning environment for both teachers and students that fosters learning through collaborative discussions and tasks, safe and civil debates, and students and teachers willing and wanting to take ownership for their academic/teaching success. 1a

G094430

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	45.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	65.0
School Climate Survey - Staff	90.0

Targeted Barriers to Achieving the Goal 3

- Providing effective professional development with follow-up support
- Lack of student ownership regarding individual performance data and progression

Resources Available to Help Reduce or Eliminate the Barriers 2

- IIT Cycle for Professional Development
- Administrators, Coaches, Interventionists, District Specialists, IIT Team, Cohorts (Collaborative Planning)
- Numerous Resources for pulling student performance data (Focus, Performance Matters, Achieve 3000, Math excel, edgenuity, etc.)

Plan to Monitor Progress Toward G2. 8

Re-evaluation of effective implementation of strategies covered in PD Training

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Comparative data from multiple observations conducted by Admin/IIT Team

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. Utilize state, district, and school-based data effectively and consistently to drive instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place. **1**

G094429

G1.B1 Students are unwilling to take risks in writing; focusing too much on the product rather than the process. **2**

B253647

G1.B1.S1 Use common writing strategies and structures across all subject areas. **4**

S267884

Strategy Rationale

Build consistency regarding look-fors for effective/successful student work by employing AVID Strategies (ie. Cornell Notes) to ensure students are intentional in identifying substantial/significant evidence and textual support.

Action Step 1 **5**

Writing and effective note-taking will be infused into all subject areas, using common writing for comprehension strategies and Cornell Notes

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Student writing samples

Action Step 2 **5**

Teachers will apply common writing rubrics to ensure clear expectations for student responses, including text-based evidence and thorough commentary/explanation.

Person Responsible

Scott Stuart

Schedule

On 6/1/2018

Evidence of Completion

Samples of student writing and performance on in class written responses

Action Step 3 5

Students will receive targeted support and instruction through ELA classes, focused specifically on identifying substantial/significant evidence from text and tying evidence in to a logical and thorough explanation to support a claim.

Person Responsible

Robert Hudson

Schedule

On 6/1/2018

Evidence of Completion

Timed Writings, Evidence Based Responses, Student Essays, DBQ Responses

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

Observation of students employing Cornell notes and applying effective strategies in the writing process. Lesson Plans across all subject areas will be reviewed for inclusion of written responses, employing the WICOR Strategy and application of Cornell Style note taking and common rubrics.

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Common Lesson Plans, Student Work

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

Student performance on written response assessments and assignments, based on common rubrics.

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Classroom Walk-through Feedback, CAST

G1.B2 Lack of retention of content knowledge from previously taught curriculum in Math courses **2**

 B253648

G1.B2.S1 Targeted intervention and support based on student performance in prior courses and on formative assessment. **4**

 S267885

Strategy Rationale

Teachers can provide more focused instruction/direction based on student needs and ensure student focus and buy-in through smaller, more targeted grouping

Action Step 1 **5**

Teachers will use item specs and prior assessments to identify student needs

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Data from Algebra 1 Exams and Spreadsheets with data

Action Step 2 **5**

Differentiating Instruction (using grouping of students for specific assignments, three-tier rotation)

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Targeted student performance data sets

Action Step 3 5

Mobility in scheduling low-quartile students

Person Responsible

Michele Green

Schedule

On 6/1/2018

Evidence of Completion

Student assessment data

Action Step 4 5

Reciprocal Teaching to work with Students on individual to small group basis

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Comparative data on standard based assessments from before and after reciprocal teaching

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

Administration will observe and monitor application of DI and small groups during student work Periods on a daily basis. Teachers will identify target students for Tiered Intervention/remediation, including small-group instruction, D.I., after school tutoring, etc.

Person Responsible

Natasha Morrison

Schedule

On 6/1/2018

Evidence of Completion

Scheduling of Students - Data chats in PLCs

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

Increased Academic Success on District and Teacher made Standard-based tests

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Higher Promotion and GPAs

G1.B2.S2 Differentiating Instruction (using grouping of students for specific assignments, three-tier rotation) 4

 S267886

Strategy Rationale

Isolates individual student needs and provides more focused support

Action Step 1 5

Differentiated Lessons in classes

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Walk-through notes and analysis

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

Differentiated Instruction

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Lesson plans and student success on standard-based assessments

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

Increased student performance for groups of students receiving designated Differentiated Instruction

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Common Assessments and EOC's

G2. Develop and Retain highly-effective teachers by creating a culturally supportive learning environment for both teachers and students that fosters learning through collaborative discussions and tasks, safe and civil debates, and students and teachers willing and wanting to take ownership for their academic/teaching success. 1

G094430

G2.B1 Providing effective professional development with follow-up support 2

B253651

G2.B1.S1 Provide Professional Development on a weekly basis in order to provide teachers with direct instruction and modeled practice of effective strategies with follow up and monitoring of application of strategies from PD through the IIT Cycle 4

S267887

Strategy Rationale

Professional Development will be more targeted and strategies will be demonstrated in the classroom rather than presented and discussed outside of the actual learning environment.

Action Step 1 5

Administrators and Coaches will observe teachers to conduct an assessments of needs for Professional Development based on categories in the Vision of Excellent Instruction.

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Documented observations and feedback from IIT team

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

Administrators will conduct bi-weekly walk-through observations to assess the effectiveness of implementation of skills and strategies covered in the weekly professional development training

Person Responsible

Scott Schneider

Schedule

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

Evidence of Completion

Admin feedback and recorded observations

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

Administrators and Teachers will use formative assessment data to evaluate the effectiveness of this strategy on a quarterly basis

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Student Performance Data

G2.B3 Lack of student ownership regarding individual performance data and progression **2**

 B253653

G2.B3.S1 Use of data chats and sharing of student performance data to establish goals and increase student ownership of learning on a more individual basis in order to focus students on strategies to address those targeted areas for support and identify ways student can be supported both in the classroom and at home. **4**

 S267891

Strategy Rationale

Increasing focus of discussion/dialogue around student performance will increase overall awareness and purpose for student work.

Action Step 1 **5**

Teachers will be more intentional in efforts to incorporate frequent data checks and data chats with students to ensure students are setting their own goals, and monitoring their own performance and progression

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Teacher documentation and student's ability to elaborate on their own data

Action Step 2 **5**

Administration will pull and disaggregate student data by Grade Level, subject area and individual teacher. Data will be provided to teachers to reflect on and identify outliers and discuss best practices to achieve best results.

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Increased student performance data for identified students

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Bi-weekly walk-through observations and formal observations conducted by administration. Teachers will provide a list of students for targeted support and share strategies and results via PLC meetings on a weekly basis.

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Administrator records through Walk-through observation form and CAST evaluation data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will evaluate effectiveness through regular data chats and small group discussions in teacher-led groups. Teachers and Administration will share and discuss changes in student data via weekly PLC meetings.

Person Responsible

Scott Schneider

Schedule

On 6/1/2018

Evidence of Completion

Teacher Observations of student's self evaluation and Individual student data sheets

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.MA1 M380675	Reflection on student performance data and mastery of skills in area of needed improvement.	Schneider, Scott	8/14/2017	Student Data	6/1/2018 weekly
G2.MA1 M380682	Re-evaluation of effective implementation of strategies covered in PD Training	Schneider, Scott	8/14/2017	Comparative data from multiple observations conducted by Admin/IIT Team	6/1/2018 one-time
G1.B1.S1.MA1 M380669	Student performance on written response assessments and assignments, based on common rubrics.	Schneider, Scott	8/14/2017	Classroom Walk-through Feedback, CAST	6/1/2018 daily
G1.B1.S1.MA1 M380670	Observation of students employing Cornell notes and applying effective strategies in the writing...	Schneider, Scott	8/14/2017	Common Lesson Plans, Student Work	6/1/2018 weekly
G1.B1.S1.A1 A356462	Writing and effective note-taking will be infused into all subject areas, using common writing for...	Schneider, Scott	8/14/2017	Student writing samples	6/1/2018 daily
G1.B1.S1.A2 A356463	Teachers will apply common writing rubrics to ensure clear expectations for student responses,...	Stuart, Scott	8/14/2017	Samples of student writing and performance on in class written responses	6/1/2018 one-time
G1.B1.S1.A3 A356464	Students will receive targeted support and instruction through ELA classes, focused specifically on...	Hudson, Robert	8/14/2017	Timed Writings, Evidence Based Responses, Student Essays, DBQ Responses	6/1/2018 one-time
G1.B2.S1.MA1 M380671	Increased Academic Success on District and Teacher made Standard-based tests	Schneider, Scott	8/14/2017	Higher Promotion and GPAs	6/1/2018 one-time
G1.B2.S1.MA1 M380672	Administration will observe and monitor application of DI and small groups during student work...	Morrison, Natasha	8/14/2017	Scheduling of Students - Data chats in PLCs	6/1/2018 one-time
G1.B2.S1.A1 A356465	Teachers will use item specs and prior assessments to identify student needs	Schneider, Scott	8/14/2017	Data from Algebra 1 Exams and Spreadsheets with data	6/1/2018 one-time
G1.B2.S1.A2 A356466	Differentiating Instruction (using grouping of students for specific assignments, three-tier...	Schneider, Scott	8/14/2017	Targeted student performance data sets	6/1/2018 one-time
G1.B2.S1.A3 A356467	Mobility in scheduling low-quartile students	Green, Michele	8/14/2017	Student assessment data	6/1/2018 one-time
G1.B2.S1.A4 A356468	Reciprocal Teaching to work with Students on individual to small group basis	Schneider, Scott	8/14/2017	Comparative data on standard based assessments from before and after reciprocal teaching	6/1/2018 one-time
G2.B1.S1.MA1 M380676	Administrators and Teachers will use formative assessment data to evaluate the effectiveness of...	Schneider, Scott	8/14/2017	Student Performance Data	6/1/2018 one-time
G2.B1.S1.MA1 M380677	Administrators will conduct bi-weekly walk-through observations to assess the effectiveness of...	Schneider, Scott	8/14/2017	Admin feedback and recorded observations	6/1/2018 biweekly
G2.B1.S1.A1 A356470	Administrators and Coaches will observe teachers to conduct an assessments of needs for...	Schneider, Scott	8/14/2017	Documented observations and feedback from IIT team	6/1/2018 monthly
G2.B3.S1.MA1 M380680	Teachers will evaluate effectiveness through regular data chats and small group discussions in...	Schneider, Scott	8/14/2017	Teacher Observations of student's self evaluation and Individual student data sheets	6/1/2018 one-time
G2.B3.S1.MA1 M380681	Bi-weekly walk-through observations and formal observations conducted by administration. Teachers...	Schneider, Scott	8/14/2017	Administrator records through Walk-through observation form and CAST evaluation data	6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1  A356471	Teachers will be more intentional in efforts to incorporate frequent data checks and data chats...	Schneider, Scott	8/14/2017	Teacher documentation and student's ability to elaborate on their own data	6/1/2018 one-time
G2.B3.S1.A2  A356472	Administration will pull and disaggregate student data by Grade Level, subject area and individual...	Schneider, Scott	8/14/2017	Increased student performance data for identified students	6/1/2018 one-time
G1.B2.S2.MA1  M380673	Increased student performance for groups of students receiving designated Differentiated Instruction	Schneider, Scott	8/14/2017	Common Assessments and EOC's	6/1/2018 one-time
G1.B2.S2.MA1  M380674	Differentiated Instruction	Schneider, Scott	8/14/2017	Lesson plans and student success on standard-based assessments	6/1/2018 monthly
G1.B2.S2.A1  A356469	Differentiated Lessons in classes	Schneider, Scott	8/14/2017	Walk-through notes and analysis	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Utilize state, district, and school-based data effectively and consistently to drive instruction to increase student performance and improve instructional practices across all content areas through collaborative planning in Professional Learning Communities to ensure consistent and effective strategies are in place.

G1.B1 Students are unwilling to take risks in writing; focusing too much on the product rather than the process.

G1.B1.S1 Use common writing strategies and structures across all subject areas.

PD Opportunity 1

Writing and effective note-taking will be infused into all subject areas, using common writing for comprehension strategies and Cornell Notes

Facilitator

Reading Coach

Participants

All Teachers

Schedule

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

G1.B2 Lack of retention of content knowledge from previously taught curriculum in Math courses

G1.B2.S1 Targeted intervention and support based on student performance in prior courses and on formative assessment.

PD Opportunity 1

Teachers will use item specs and prior assessments to identify student needs

Facilitator

Math Coach

Participants

Math Department

Schedule

On 6/1/2018

G1.B2.S2 Differentiating Instruction (using grouping of students for specific assignments, three-tier rotation)

PD Opportunity 1

Differentiated Lessons in classes

Facilitator

Math Coach

Participants

Math Department

Schedule

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

G2. Develop and Retain highly-effective teachers by creating a culturally supportive learning environment for both teachers and students that fosters learning through collaborative discussions and tasks, safe and civil debates, and students and teachers willing and wanting to take ownership for their academic/teaching success.

G2.B1 Providing effective professional development with follow-up support

G2.B1.S1 Provide Professional Development on a weekly basis in order to provide teachers with direct instruction and modeled practice of effective strategies with follow up and monitoring of application of strategies from PD through the IIT Cycle

PD Opportunity 1

Administrators and Coaches will observe teachers to conduct an assessments of needs for Professional Development based on categories in the Vision of Excellent Instruction.

Facilitator

Schneider, Yant, Morrison, Hudson, Small, Grubbs, Stuart, Saoud, Allen, Green, Padgett, Sorrells

Participants

All Core Subject Area Teachers

Schedule

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

G2.B3 Lack of student ownership regarding individual performance data and progression

G2.B3.S1 Use of data chats and sharing of student performance data to establish goals and increase student ownership of learning on a more individual basis in order to focus students on strategies to address those targeted areas for support and identify ways student can be supported both in the classroom and at home.

PD Opportunity 1

Teachers will be more intentional in efforts to incorporate frequent data checks and data chats with students to ensure students are setting their own goals, and monitoring their own performance and progression

Facilitator

Administrators & Coaches

Participants

All Teachers

Schedule

On 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	Writing and effective note-taking will be infused into all subject areas, using common writing for comprehension strategies and Cornell Notes	\$0.00
2	G1.B1.S1.A2	Teachers will apply common writing rubrics to ensure clear expectations for student responses, including text-based evidence and thorough commentary/explanation.	\$0.00
3	G1.B1.S1.A3	Students will receive targeted support and instruction through ELA classes, focused specifically on identifying substantial/significant evidence from text and tying evidence in to a logical and thorough explanation to support a claim.	\$0.00
4	G1.B2.S1.A1	Teachers will use item specs and prior assessments to identify student needs	\$0.00
5	G1.B2.S1.A2	Differentiating Instruction (using grouping of students for specific assignments, three-tier rotation)	\$0.00
6	G1.B2.S1.A3	Mobility in scheduling low-quartile students	\$0.00
7	G1.B2.S1.A4	Reciprocal Teaching to work with Students on individual to small group basis	\$0.00
8	G1.B2.S2.A1	Differentiated Lessons in classes	\$0.00
9	G2.B1.S1.A1	Administrators and Coaches will observe teachers to conduct an assessments of needs for Professional Development based on categories in the Vision of Excellent Instruction.	\$0.00
10	G2.B3.S1.A1	Teachers will be more intentional in efforts to incorporate frequent data checks and data chats with students to ensure students are setting their own goals, and monitoring their own performance and progression	\$0.00
11	G2.B3.S1.A2	Administration will pull and disaggregate student data by Grade Level, subject area and individual teacher. Data will be provided to teachers to reflect on and identify outliers and discuss best practices to achieve best results.	\$0.00
Total:			\$0.00