Grand Park Career Center

2017-18 Schoolwide Improvement Plan

Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/grandpark

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)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	99%

School Grades History

Year

Grade

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 Grand Park Career Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission is to provide an environment that fosters academic success and build the self-confidence of every student, in every classroom, every day. This will strengthen their ability to make better informed choices at home and school; as well as provide the guidance for students to develop into productive citizens in the community.

b. Provide the school's vision statement.

The vision is to have all students soar academically and behaviorally when they adhere to principles in the guidelines for success: expect the best, act responsibly, give and reciprocate respect, make good choices, engage in safe behaviors and come prepared to work daily.

2. School Environment

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

Grand Park Alternative Education Center implements school-wide rituals and routines in order to foster a learning environment that has a primary focus on students' cultures and builds relationships between teachers and students. On a daily basis we recite our building creed entitled, "My Mind is a Pearl". We follow this up with the morning quote of the day, in which students & teachers have an opportunity to discuss what it means to them and how to apply it to their lives. On a bi-weekly basis on early release Wednesdays, our teachers and students participate in "School Connect" activities. During this time-frame, teachers and students spend thirty minutes engaged in discussions regarding making positive choices, building character, and other topics which foster building positive teacher-student relationships. Teachers collaborate on a weekly basis to develop lesson plans & discuss intervention strategies that will assist with student-teacher relations.

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

The environment of Grand Park emits the feeling of safety and respect before school with the warm welcome received from administration, the school resource officer and the security team who greets each and every student as they exit their buses. The morning check in procedures require that every student passes through TSA quality metal detectors and a search and seizure process that prevents weapons and contraband from being brought on campus. During the school day, students are not permitted to leave classrooms during the first and last fifteen minutes of class as an added safety measure. Even though security cameras are prevalent throughout our campus, all doors remain locked throughout the school day.

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.

Grand Park Administration provides the necessary support & direction to ensure that all students, faculty & staff are familiar with the student code of conduct. New teachers are provided professional development opportunities in the use of CHAMPS strategies to increase student engagement &

maintain effective classroom management. New students and parents participate in orientation on a daily basis regarding school-wide expectations, rituals and routines communicated by the Intervention Team. Students are given friendly reminders by way of quarterly student assemblies; referrals to the Interventionist/Dean in which strategies are provided to assist students with appropriate coping skills during individual & small group support; individual and quarterly assemblies... Positive interaction with the school leadership team, SRO, and security personnel also assists with providing students the support & structure necessary to remain focused during their tenure at Grand Park.

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.

The school ensures the social-emotional needs of all students are being met through the school's guidance department, in which students are provided one-on-one professional support & classroom guidance activities.
Other wrap-around services which include a variety of the following resources: Transition Specialist, Academic Coach, Behavior Interventionist, Psychologist and Social Worker. Grand Park Alternative Education Center has community partnerships with agencies such as River Region & the Youth Crisis Center to assist with behavior disorders, substance abuse & mental health issues that are beyond the scope of our ability. Churches and other community service agencies serve as a mentoring network for our students as well.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Since Grand Park is an Alternative Education Center, students are constantly transitioning to and from the school throughout the school year. The nature of our student population is approximately 70% of our students struggle with attending school consistently. Grand Park utilizes the early warning indicators (academic achievement, attendance, & discipline data) to determine Tier 2 and Tier 3 students. Attendance, discipline & D/F reports are reviewed during leadership team meetings to discuss 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	2	10	15	30	20	10	1	88
One or more suspensions	0	0	0	0	0	0	3	12	21	14	11	4	1	66
Course failure in ELA or Math	0	0	0	0	0	0	2	14	10	25	20	32	2	105
Level 1 on statewide assessment	0	0	0	0	0	0	3	15	15	30	43	30	14	150

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	3	14	15	30	35	35	17	149

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

Review of attendance, discipline & D/F reports by leadership team. Intervention strategies employed by the school to improve the academic performance of students are provided through the school Exceptional Education Department (ESE), wraparound services are provided by the Transition Specialist, Social Worker, Interventionist, Dean, Academic Coaches, and School Counselors such as attendance issues, homelessness, college and career planning/awareness, and academic support. Support services are also provided by River Region and The Youth Crisis Center. Specifically, Tier 2 students academic and behavioral needs are addressed in small group instruction through support facilitation (push-in), teacher led groups, and/or small, guided social groups. Tier 3 students academic and behavioral needs are addressed in individual, support facilitation (push-in or pull-out) and/or individual counselling.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

Our goal is to provide meaningful parent involvement activities that will provide parents the opportunity to learn and apply strategies that will improve student academic and behavioral performance at Grand Park Alternative Education Center. The school completes a Parent Involvement Plan, which is available at the school site.

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.

Grand Park Alternative Education Center provides a variety of initiatives to increase parent/community involvement & support. Our volunteer liaison constantly pursues new community partners for the school, which includes surrounding businesses, faith-based organizations, and local professionals that provide comprehensive services to students, faculty and staff. School-based initiatives include Open House as well as Quarterly Parent & Student Involvement Activities.

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
Blue, Tyrone	Principal
Mitchell, Phillip	Assistant Principal
Rivers, Bobby	Dean
Young, Virginia	Instructional Coach
Walters, Ronald	SAC Member
Hutchinson, Lakita	Teacher, K-12
Madison, Richard	Teacher, Adult

b. Duties

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

The roles and responsibilities of the school leadership team are as follows: Principal (Dr. Blue) - Oversees implementation of all strategies w/in SIP; Asst. Principal (Mitchell) - Oversees all content area strategies; Branch -
Oversees Rdg/ELA strategies; Transition Specialist (Young) - Oversees Electives dept. & Science strategies; Case - Oversees Math strategies; Madison - Oversees Social Studies strategies; Mensah - Coordinates intervention strategies as well as school incentives. The school leadership team conducts weekly reviews school-wide data from academic, school culture and behavior. The Leadership Team data chats consist of school-wide data discussion, district trends to make sound instructional decisions on how to improve student achievement and school culture. This is the driving force in the School Improvement Plan.

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

The School Leadership Team meets once a week to discuss the school targets and individual student needs. The team analyzes the data gathered from FOCUS as well as Pearson test data to determine student weaknesses and strengths. Then, shares this information with the school instructional staff to start the tiered interventions through core instruction. Also, teachers, specialists, & administrators meet during SLC's to devise a plan to provide interventions to students.

Exceptional education teachers will be used to provide assistance to the parents of students with disabilities. Title I funds will be used to assist families in attending parent activities at the school by providing services for daycare and tokens/ bus passes for transportation, thus eliminating barriers to effective parent involvement. The district has provided a part-time social worker to address attendance issues, as well as substance use & prevention. The school will coordinate several activities to build the capacity for strong parental involvement, including:
1) Open House – maintain positive relationships with parents and increase parental access to meaningful academic information
2) Parent Day - provide various strategies to assist parents at home
3) Literacy Night - increase parental understanding of how literacy skills impact student achievement
4) Parent Night – increase parent awareness of test-taking strategies and ways to effectively monitor student progress
5) Faculty & staff training / professional development on the value of parental involvement

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ronald Walters	Education Support Employee
Dr. Tyrone Blue	Principal
Bennie McDuffie	Business/Community
Adrienne O'Neal	Teacher
Tianda Flagg	Parent
Monte King	Education Support Employee
Malik Flagg	Student
Roderick Frazier	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC & Leadership Team met to review SIP. The basic structure of the plan was reviewed with the purpose of identifying which strategies to maintain or discard. The team reflected on the academic & behavioral progress of students. It was established that GP should continue to set high expectations for staff & students in order to build an effective learning environment.

b. Development of this school improvement plan

The Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The basic structure of the SIP was reviewed. Data was analyzed with team members. The team used data on Tier 1, 2, and 3 targets reflecting on the academic, behavioral and social/emotional areas that needed to be addressed; developed high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction (Rigor, Relevance, Relationships), facilitated the development of improved curriculum and teaching aligned with common core standards.

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

SAC will review & provide input regarding school's budget, making decisions regarding allocation of funds towards SIP for the 2017-'18 school year. The preparation of the school's budget and plan has a direct focus on what is positive for students and the school culture.

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

Grand Park has used school improvement funds (~$1,100) to purchase one student laptop (lenovo) and science lab and math instructional resources.

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
Blue, Tyrone	Principal
Young, Virginia	Instructional Coach
Mitchell, Phillip	Assistant Principal
Madison, Richard	Teacher, K-12

b. Duties

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

The primary school-wide literacy initiative is to implement and sustain reading across curricula through school- wide reading and writing strategies. The primary focus of the LLT is to set reading goals that closely align with the state and district literacy initiatives as well as principal's targets. The LLT will strengthen literacy school- wide by monitoring reading data, data chats with students and teachers, building student portfolios for reading and using for progress monitoring. The LLT will also continuously monitor reading data for student progress.

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 PLC's, SLC's & faculty meetings use approved agendas to guide the collaborative process for improvement in student behavior, student work alignment to standards, lesson planning & common assessments. Teachers have the opportunity to collaborate and receive professional development during planning & SLC on a weekly basis. During PLC's, teachers will have the opportunity to review content-specific data and collaborate with others within the same department. To establish and continue positive relationships between the teacher, staff and students, the leadership team will acknowledge & provide an incentive to a teacher, student and staff of the week. The teacher is acknowledged for classroom instructional strategies and professionalism; the student is acknowledged for exceptional behavior and professionalism; the staff is acknowledged for professionalism. Monthly New Teacher meetings will be implemented to assist beginning teachers w/MINT requirements. Frequent classroom walk-throughs by leadership provides immediate feedback with positive reinforcement as well as "next steps" recommendations.

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

Grand Park Alternative Education Center is dedicated to the mission and vision of Duval County Schools. In order to effectively impact every classroom, every student, every day Grand Park Alternative Education Center is dedicated to the recruitment of new teachers that are familiar and passionate educators of urban students, encourage all instructional personnel to participate in Teacher Academy offered during the summer, PDF will meet with new teachers weekly to provide classroom strategies,

group collaboration and give individual professional development. All faculty and staff participate in monthly Professional Development activities facilitated by Principal, Asst. Principal, Professional Development Facilitator Academic Coach, as well the School Intervention Team.

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

The school's teacher mentoring program allow the opportunity for new teachers to reflect, learn and grow as first year teachers in Duval County Schools. New teachers meet with Professional Development Facilitator (PDF) weekly for additional support. Each new teacher is assigned a mentor within their department. Professional Development Facilitator and mentors assist with scheduled training required through MINT program i.e. classroom management, CHAMPS, and lesson planning. Mentor observations are done for each new teacher in order to work on areas of improvement. New teachers attend district scheduled teacher induction program workshops.

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 & development of common lesson plans focused around specific standards. All teachers are expected to follow the district's learning schedule for their course. Administration performs daily classroom visits and provides immediate teacher feedback. Department leaders also provide documentation from Professional Learning Community logs regarding instructional activities.

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.

During planning times, teachers reflect upon student data to identify student needs & develop effective strategies for implementation. Teachers utilize district, state and school-wide informal assessments to provide differentiated instruction. The rotation model is used in each classroom, due to the multiple preps being taught, teachers are encouraged to utilize technology and place students in small groups depending upon their needs. Enrichment activities are provided for those demonstrating mastery. Teachers also work one-on one with the students whom are struggling the most.

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 Year
Minutes added to school year: 540

Academic tutoring will be offered to enrich core instruction and increase students achievement on standardize test. Tutoring sessions will be offered for thirty minutes, three times a week, for a 6 week period.

Strategy Rationale

The use of small group tutoring will assist in closing the disparaging achievement gap between the school and district expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mitchell, Phillip, mitchellp@duvalschools.org

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

Pre & Post assessment Reading & Math Data will be analyzed to determine percentage mastery of standards covered during each session.

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.

Orientation is provided on a daily basis for all newly enrolled students. All incoming students meet with the Principal, SRO, and/or Asst. Principal to discuss rituals, routines & school-wide expectations. On a weekly basis, students are eligible to exit only if the following criteria is met: 1) Must receive credit for a minimum of 45 days of attendance; 2) Must receive a "C" or higher in all classes; and 3) Must demonstrate an improvement in attitude, dress, & behavior as indicated on daily point sheets. Students exiting Grand Park will complete an exit survey / interview, which is used to determine the effectiveness of our program. The School Intervention Team, in conjunction with the Guidance Dept., conducts several Parent/Student Community Events focused on preparing students & their families for the transition into and out of the alternative education setting.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The School Guidance Dept. meets with students individually to review their academic histories and determine the courses/grades needed for promotion/graduation and are best suited for the student's interests & abilities.
Students are provided daily opportunities to receive individual assistance from the Transitions Specialist and School Counselor regarding graduation, course selections, & career choices. Also, small group counseling is provided by the counselors and school support staff-- transition specialist, interventionist, social worker and behavior interventionist, which helps our students be productive in

the classroom. Effective interventions are in place to curtail negative behaviors and better prepare our students for post secondary education and the business world.

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

Since Grand Park is an Alternative Education Institution, many students are taking core courses but are encouraged to be a part of career and technical education programs since they are providing relevant activities that expose students to opportunities that will enable them to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school.

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

We provide relevant activities, including "College & Military Day" that expose students to college and career-readiness opportunities that will enable them to succeed in securing higher paying & satisfying employment after high school.

Students are provided daily opportunities to receive individual assistance from the Transitions Specialist and School Counselor regarding graduation, course selections, & career choices. Also, small group counseling is provided by the counselors and school support staff-- transition specialist, interventionist, social worker and graduation coach, which helps our students be productive in the classroom. Effective interventions are in place to curtail negative behaviors and better prepare our students for post secondary education and the business world.

Incorporating all data sources, along with the effective utilization of research-based & instructional strategies within all content areas to improve student comprehension, vocabulary acquisition, and other pertinent reading skills necessary for improving post-secondary student readiness.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

Students are provided daily opportunities to receive individual assistance from the Transitions Specialist and School Counselor regarding graduation, course selections, & career choices. Also, small group counseling is provided by the counselors and school support staff-- transition specialist, interventionist & social worker, which helps our students be productive in the classroom. Effective interventions are in place to curtail negative behaviors and better prepare our students for post secondary education and the business world.
We provide relevant activities, including "College & Military Day" that expose students to college and career-readiness opportunities that will enable them to succeed in securing higher paying & satisfying employment after high school.
Incorporating all data sources, along with the effective utilization of research-based & instructional strategies within all content areas to improve student comprehension, vocabulary acquisition, and other pertinent reading skills necessary for improving post-secondary student readiness.
Quarterly assemblies with High School Seniors and College awareness activities, including ACT/SAT BOOT CAMP, are strategies used to improve student awareness and student post-secondary readiness.

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Content area teachers will use Blended Learning Software programs with fidelity to increase student academic achievement.

G2.   If all internal and external stakeholders will help to create a culture and community that will provide sustainable socioeconomic and wrap around services to students and families through innovative ideas to connect the community to the school and build a healthy environment that will last for generations.

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. Content area teachers will use Blended Learning Software programs with fidelity to increase student academic achievement. 1a

🔍 G094468

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	25.0
Dropout Rate	16.0
ELA Achievement District Assessment	15.0
Developing Teachers (Performance Rating)	95.0
FSA Mathematics Achievement	25.0

Targeted Barriers to Achieving the Goal 3

- The inability to synthesize data for group and individual analysis.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Principal

- Asst. Principal

- Support Facilitators- Transition Specialist, Graduation Coach and Academic Coaches

- School Counselors

- Behavior Support Personnel- Interventionist & Dean

- District Attendance Worker- Social Worker

- River Region Personnel

Plan to Monitor Progress Toward G1. 8

The data used to determine student achievement and identify effectiveness of the school-wide initiatives will be from Achieve 3000 and I-Ready.

Person Responsible

Phillip Mitchell

Schedule

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

Evidence of Completion

Evidence will come from Achieve 3000 data, I-Ready Data and school- wide data chats.

G2. If all internal and external stakeholders will help to create a culture and community that will provide sustainable socioeconomic and wrap around services to students and families through innovative ideas to connect the community to the school and build a healthy environment that will last for generations. `1a`

🔑 G094469

Targets Supported `1b`

Indicator	Annual Target
Dropout Rate	26.0
4-Year Grad Rate (At-Risk)	16.0
4-Year Grad Rate (Standard Diploma)	60.0

Targeted Barriers to Achieving the Goal `3`

- Poor attendance

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

- Principal

- Asst. Principal

- Dean

- Graduation Coach

- Transition Specialist

- Interventionist

- Academic Coaches

- Social Worker

Plan to Monitor Progress Toward G2. `8`

Progress monitoring will take place in the Admin Meetings, Leadership Team Meetings, Professional Learning Communities, Common Planning and student data chats

Person Responsible
Tyrone Blue

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

Evidence of Completion
Evidence of progress monitoring will include data and data chat forms, anecdotal notes, and recommendations from each group regarding effectiveness of initiatives.

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. Content area teachers will use Blended Learning Software programs with fidelity to increase student academic achievement. `1`

🔑 G094468

G1.B1 The inability to synthesize data for group and individual analysis. `2`

🔑 B253732

G1.B1.S1 School-wide use of SRE Writing strategy to improve literacy across curricula. `4`

🔑 S268008

Strategy Rationale

Use of a school- wide initiative will allow students and teachers to master a strategy since it will be used in every classroom.

Action Step 1 `5`

Every teacher in all disciplines will implement Interactive Notebooks

Person Responsible

Tyrone Blue

Schedule

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

Evidence of Completion

Leadership Team will determine effectiveness of Interactive Notebooks upon review of data from FSA and district based assessments.

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

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

The school-wide use of SRE will be monitored through student work and increased test scores.

Person Responsible

Virginia Young

Schedule

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

Evidence of Completion

The evidence collected to support initiative are student work, school- wide data for all content, and measurement of student progress.

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

School-wide progress monitoring of effectiveness of SRE Writing Strategy in PLC and ER professional development.

Person Responsible

Virginia Young

Schedule

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

Evidence of Completion

The evidence used for effectiveness are SMART Goals for school and PLC along with student work and school-wide data.

G1.B1.S2 Additional strategies for school- wide literacy provided by Academic Coaches such as Read/ Aloud Think/Aloud, graphic organizers & Socratic Seminar in closing the disparaging achievement gap between the school and district expectations. 4

🔑 S268009

Strategy Rationale

Use of a school- wide initiative will allow students and teachers to master a strategy since it will be used in every classroom.

Action Step 1 5

The school-wide Professional Learning Community during early release days and weekly common planning development for novice and veteran school personnel to enhance the initiatives of school-wide student academic achievement.

Person Responsible

Virginia Young

Schedule

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

Evidence of Completion

The evidence collected are professional development agenda, PD meeting notes and student work.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitoring is done through weekly Professional Learning Communities

Person Responsible

Virginia Young

Schedule

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

Evidence of Completion

Evidence of monitoring would be captured through PLC Logs and student data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

School leadership team will monitor effectiveness through common planning progress and school-wide data.

Person Responsible

Virginia Young

Schedule

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

Evidence of Completion

The evidence will be collected from professional development logs and school-wide data chats.

G2. If all internal and external stakeholders will help to create a culture and community that will provide sustainable socioeconomic and wrap around services to students and families through innovative ideas to connect the community to the school and build a healthy environment that will last for generations. `1`

🔍 G094469

G2.B1 Poor attendance `2`

🔍 B253733

G2.B1.S1 Provide school-wide professional development within faculty and staff to provide interpersonal relations and team building exercises that will build and change the school culture. `4`

🔍 S268010

Strategy Rationale

All internal stakeholders will build the tools to change the school culture.

Action Step 1 `5`

Provide professional development shift the school culture.

Person Responsible

Phillip Mitchell

Schedule

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

Evidence of Completion

The evidence collected will be from the following inventories, district data tracking student behavior, violations, contact logs, and qualitative data from focus groups.

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

During Early Release and Common Planning, professional development will be provided to teachers regarding school culture shift.

Person Responsible

Phillip Mitchell

Schedule

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

Evidence of Completion

Evidence will be provided from the agenda and anecdotal notes.

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

The timeline for monitoring school cultures is weekly in leadership (admin) meetings, biweekly in Early Release Professional Development.

Person Responsible

Phillip Mitchell

Schedule

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

Evidence of Completion

Early Release Agenda, PD surveys

G2.B1.S2 Create professional development opportunities through early release to allow both faculty and staff participation in round table discussions to meet the needs of the whole child. 4

🔍 S268011

Strategy Rationale

The use of school-wide strategies will assist in closing the disparaging achievement gap between the school and district expectations.

Action Step 1 5

Meet with staff and faculty as a whole and with small groups.

Person Responsible

Phillip Mitchell

Schedule

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

Evidence of Completion

Evidence will be provided from agenda and meeting notes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitoring will take place through classroom visits, student, faculty and staff small groups and leadership meeting.

Person Responsible

Phillip Mitchell

Schedule

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

Evidence of Completion

Evidence collected will be meeting notes, anecdotal notes from small groups and current school-wide data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

The effectiveness of the initiatives will come from school-wide data including student, teacher and staff surveys.

Person Responsible

Virginia Young

Schedule

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

Evidence of Completion

The evidence will come from the meeting notes and anecdotal notes and data tracking.

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.B1.S1.A2 🔍 A356649	[no content entered]		No Start Date		No End Date one-time
G1.MA1 🔍 M380942	The data used to determine student achievement and identify effectiveness of the school-wide...	Mitchell, Phillip	8/14/2017	Evidence will come from Achieve 3000 data, I-Ready Data and school- wide data chats.	6/1/2018 weekly
G2.MA1 🔍 M380949	Progress monitoring will take place in the Admin Meetings, Leadership Team Meetings, Professional...	Blue, Tyrone	8/14/2017	Evidence of progress monitoring will include data and data chat forms, anecdotal notes, and recommendations from each group regarding effectiveness of initiatives.	6/1/2018 monthly
G1.B1.S1.MA1 🔍 M380938	School-wide progress monitoring of effectiveness of SRE Writing Strategy in PLC and ER professional...	Young, Virginia	8/14/2017	The evidence used for effectiveness are SMART Goals for school and PLC along with student work and school- wide data.	6/1/2018 weekly
G1.B1.S1.MA1 🔍 M380939	The school-wide use of SRE will be monitored through student work and increased test scores.	Young, Virginia	8/14/2017	The evidence collected to support initiative are student work, school- wide data for all content, and measurement of student progress.	6/1/2018 quarterly
G1.B1.S1.A1 🔍 A356648	Every teacher in all disciplines will implement Interactive Notebooks	Blue, Tyrone	8/14/2017	Leadership Team will determine effectiveness of Interactive Notebooks upon review of data from FSA and district based assessments.	6/1/2018 weekly
G2.B1.S1.MA1 🔍 M380943	The timeline for monitoring school cultures is weekly in leadership (admin) meetings, biweekly in...	Mitchell, Phillip	8/14/2017	Early Release Agenda, PD surveys	6/1/2018 weekly
G2.B1.S1.MA1 🔍 M380944	During Early Release and Common Planning, professional development will be provided to teachers...	Mitchell, Phillip	8/14/2017	Evidence will be provided from the agenda and anecdotal notes.	6/1/2018 biweekly
G2.B1.S1.A1 🔍 A356651	Provide professional development shift the school culture.	Mitchell, Phillip	8/14/2017	The evidence collected will be from the following inventories, district data tracking student behavior, violations, contact logs, and qualitative data from focus groups.	6/1/2018 monthly
G1.B1.S2.MA1 🔍 M380940	School leadership team will monitor effectiveness through common planning progress and school-wide...	Young, Virginia	8/14/2017	The evidence will be collected from professional development logs and school-wide data chats.	6/1/2018 weekly
G1.B1.S2.MA1 🔍 M380941	Monitoring is done through weekly Professional Learning Communities	Young, Virginia	8/14/2017	Evidence of monitoring would be captured through PLC Logs and student data.	6/1/2018 weekly
G1.B1.S2.A1 🔍 A356650	The school-wide Professional Learning Community during early release days and weekly common...	Young, Virginia	8/14/2017	The evidence collected are professional development agenda, PD meeting notes and student work.	6/1/2018 weekly
G2.B1.S2.MA1 🔍 M380945	The effectiveness of the initiatives will come from school-wide data including student, teacher and...	Young, Virginia	8/14/2017	The evidence will come from the meeting notes and anecdotal notes and data tracking.	6/1/2018 biweekly
G2.B1.S2.MA1 🔍 M380946	Monitoring will take place through classroom visits, student, faculty and staff small groups and...	Mitchell, Phillip	8/14/2017	Evidence collected will be meeting notes, anecdotal notes from small groups and current school-wide data.	6/1/2018 biweekly
G2.B1.S2.A1 🔍 A356652	Meet with staff and faculty as a whole and with small groups.	Mitchell, Phillip	8/14/2017	Evidence will be provided from agenda and meeting notes.	6/1/2018 biweekly

V. Professional Development Opportunities

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

G2. If all internal and external stakeholders will help to create a culture and community that will provide sustainable socioeconomic and wrap around services to students and families through innovative ideas to connect the community to the school and build a healthy environment that will last for generations.

G2.B1 Poor attendance

G2.B1.S1 Provide school-wide professional development within faculty and staff to provide interpersonal relations and team building exercises that will build and change the school culture.

PD Opportunity 1

Provide professional development shift the school culture.

Facilitator

Principal, Assistant Principal, Academic Coaches, Transition Specialist, and Graduation Coach

Participants

All School Personnel

Schedule

Monthly, from 8/14/2017 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	Every teacher in all disciplines will implement Interactive Notebooks	$0.00
2	G1.B1.S1.A2		$0.00
3	G1.B1.S2.A1	The school-wide Professional Learning Community during early release days and weekly common planning development for novice and veteran school personnel to enhance the initiatives of school-wide student academic achievement.	$0.00
4	G2.B1.S1.A1	Provide professional development shift the school culture.	$0.00
5	G2.B1.S2.A1	Meet with staff and faculty as a whole and with small groups.	$0.00
		Total:	$0.00