

Polk County Public Schools

Daniel Jenkins Academy Of Technology Middle School



2017-18 Schoolwide Improvement Plan

Daniel Jenkins Academy Of Technology Middle School

701 LEDWITH AVE, Haines City, FL 33844

<http://schools.polk-fl.net/dja>

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 73% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 82% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | B | B* | 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 Polk 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 Daniel Jenkins Academy Of Technology Middle School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | - 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 of Daniel Jenkins Academy is to provide authentic, project-based learning opportunities that allow students to develop their interests and passions through personalized learning and STEM-based community partnerships.

Rigor - Precise and challenging curriculum with a special focus on math, science, engineering, and environmental science.

Reading/Literacy – Comprehend and derive meaning from text to stress verbal and written communication

Relevance – Real-life application by developing critical thinking, problem solving, and organizational skills

Results – Outcomes that drive the next step using innovative strategies, and traditional values to prepare students for future success.

Relationships – Interactions that promote a sense of belonging to all students to assist in their academics and develop their social and emotional potential.

b. Provide the school's vision statement.

The vision of Daniel Jenkins Academy is to provide student's high-quality, globally- focused educational opportunities to gain the knowledge and skills necessary to be college and career ready in the 21st Century.

2. School Environment

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

Daniel Jenkins Academy learns about students' cultures through writing, and class discussions. We build relationships through team/class building activities, personalized learning projects, cooperative learning groups, interactions, extra-curricular activities, and service learning projects which provide students ownership in their learning. In addition, many teachers at Daniel Jenkins Academy attend extracurricular activities to show interest in their students.

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

Several measures have been put in place to provide a safe environment for our students. DJA students will be provided an educational environment that is safe, conducive to learning and achieving to their greatest potential. Recognition and incentives are an integral part of student life as students achieve, improve their academics and meet their goals. Fair consideration will be given to all racial, ethnic, and ability groups to promote a sense of personal worth in each student and to encourage a DJA "family" atmosphere. In addition, teachers and staff are instructed in lock down procedures. Each month there is a fire drill so students can practice exiting the classrooms safely. Students participate in anti-bullying lessons at the beginning of the school year. A bully box is located in the front office and media center in case students need to anonymously report bullying in the school. We have two guidance counselors available to assist students who are bullied or do not feel safe/respected on our campus. Additionally, we have a Dean of Students and a School Resource Officer (SRO) to help students.

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.

Daniel Jenkins Academy students will be provided an educational environment that is safe, conducive to learning and achieving to their greatest potential. Recognition and incentives are an integral part of student life as students achieve, improve their academics and meet their goals.

The beginning of the year starts with assemblies conducted during lunch for all grade levels. During these assemblies, the principal and assistant principal talk with all students about daily and behavioral expectations. Dress code is also discussed. Each teacher has rules posted in their classrooms and are encouraged to discuss their expectations at the beginning of the school year. It is the teacher's responsibility to handle inappropriate behavior by working with the offending student and the student's parents. A discipline flow chart is used by our staff to document different steps of progressive discipline. Only when these efforts have unsuccessful should a teacher seek the assistance of the leadership team or the school administration.

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.

DJA provides students with the opportunity to receive mentoring throughout the year from teachers and members of the leadership team. Students are strongly encouraged to participate in extracurricular activities, clubs, and organizations. DJA has one guidance counselor and a Dean of Students. As a Title I school, tutoring programs are provided for students including our ESOL population. Leadership team members and many teachers both counsel and mentor students. In addition, a Psychologist provides weekly services to students who has been identified for additional support.

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.

Promptness to school and daily attendance are extremely important for your student to be successful at Daniel Jenkins Academy. If a student is late to school, his/her parent must sign him/her in with the main office. Medical appointments must be verified with a note from the doctor's office. If the lateness is not properly documented by a parent, it will be considered an unexcused tardy for that day. Five unexcused absences will result in a letter being sent home requesting a parent to attend an attendance/truancy conference. Further unexcused absences will result in the student being placed on Attendance Probation. Once a student has been placed on Attendance Probation, if attendance does not improve, he/she may not be invited to return to DJA for the next school year.

DJA follows progressive discipline set by the district and code of conduct. After numerous discipline referrals, students are placed on a Behavior Contract. If behavior does not improve, he/she may be recommended for alternative school.

Level 1 and Low Level 2 students are placed in intensive classes for both Math and Reading. These students are also provided the opportunity to participate in after school tutoring and be part of a mentoring group led by the leadership team.

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 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | |

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

Should a student be identified, DJA conducts parent conferences with teachers and administrators to discuss the warning indicators. During this time, students are offered intervention strategies such as after-school tutoring, mentoring groups, and ESOL/ESE/504/Gifted support. The EWS report is discussed during leadership team meetings at least once a month. DJA identifies those students listed on the the report and provides individual mentoring in which we discuss academic, attendance and discipline goals in order to encourage students towards long term success.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

DJA schedules numerous parent nights throughout the school year to discuss grades, discipline, testing procedures and other school news. Parents are informed through monthly newsletters, website, Connect-Ed phone calls.

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.

DJA obtains school resources from the community through grants, educational partnerships with local businesses (CEMEX, Lowes's,) utilizing parent businesses', donations, etc. Also, we maintain a working relationship with the city in order to use Lake Eva as an outdoor classroom resource. Supporting documentation is provided to educational partners to show impact on student learning.

Our SAC committee meets quarterly to discuss issues, make decisions and hear about the state of the school. Representation of the SAC committee mirrors the ethnic make up of our school population.

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 |
|------------------|---------------------|
| Tarver, Brad | Principal |
| Rivera, Miguel | Assistant Principal |
| Flores, Mercedes | School Counselor |
| Walker, Patricia | Teacher, K-12 |
| Gonzalez, Carlos | Teacher, K-12 |
| Smith, Sarah | Teacher, K-12 |

b. Duties

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

At DJA, the purpose of the School Leadership Team is to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan. The Leadership Team meets weekly to engage in the following activities: Review data and link to instructional decisions; review progress monitoring data. Based on this information, the team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. In addition, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, and share effective practices.

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.

School leadership at DJA meets on a weekly basis to address the needs of teachers and students. Individual leadership team members provide support to different areas of resource such as Reading, Math, Language Arts, Electives, Social Studies, Science departments, ESOL, ESE/Gifted, and School Council. In addition, leadership team members serve on various committees (Curriculum, Discipline/ Safe Orderly, Technology, Sunshine) designated by the Principal. The Principal, Brad Tarver, is responsible for facilitating meetings and approving the distribution of funds and resources. Title I funds school-wide services to all students and provides supplemental instructional resources and interventions for students with academic achievement needs. This program also supports after-school summer instructional programs, supplemental instructional materials, resource teachers and professional development for the staff and resource for parents.

DJA assist our homeless families by coordinating with the HEARTH program. Families are assisted with supplies and uniforms, as the need arises.

Migrant students enrolled in our school will be assisted by our school and by the District Migrant

Education Program (MEP). MEP Teacher Advocates assigned to DJA, will monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons will provide support to both the students and parents in locating services necessary to ensure the academic success of these students.

Title II-We coordinate with Title II to provide professional development resources to our staff. In addition, School Technology Services provides technical support, technology training, and licences for software programs and we-based access via Title II, part D funds as available.

ESOL-Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Our ESOL para works with our staff to ensure families receive information in their native languages, as available. SAC School Advisory-DJA invites all parents to sign up for our School Advisory Council at Orientation. Meeting notices are sent to all members. SAC approves our Title I budget, SIP, Compact, and Parent/Family Engagement Plan.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Brad Tarver | Principal |
| Miguel Rivera | Education Support Employee |
| Irene Walker | Teacher |
| Davina Williams | Parent |
| Mercedes Flores | Education Support Employee |
| Yolanda McKay | Teacher |
| Carlos Gonzalez | Teacher |
| Sarah Smith | Teacher |
| Jason Fields | Education Support Employee |
| Stephanie Mitchell | Parent |
| Stephanie Jen | Teacher |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) was evaluated by the SAC committee. School goals, objectives and data were discussed and approved.

b. Development of this school improvement plan

Upon reviewing goals, objectives and data, members of the SAC committee provided input in the development of the School Improvement Plan (SIP). Parent engagement plans and school compact will be reviewed and approved by the SAC committee.

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

SAC committee will approve 1% of the Title I budget to be used on parent engagement activities.

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

The School Advisory Council at Daniel Jenkins Academy approved \$2,505 from the lottery funds to be used for student incentives.

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 |
|------------------|---------------|
| Walker, Patricia | Teacher, K-12 |
| Flores, Mercedes | Teacher, K-12 |

b. Duties

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

When we think about how we promote literacy within the school we think of the way we provide daily vocabulary instruction beginning in 6th grade with roots, prefixes and suffixes. Those same skills are built upon in 7th and 8th grades with daily vocabulary lessons in the study of Greek and Latin roots. Teaching vocabulary explicitly helps the students to be able to unlock text meaning more efficiently. We also facilitate the Sustained Silent Reading initiative (SSR), which helps to foster a love for reading while steering the students' attention to the literary elements that are important for comprehending what they read. Furthermore, we facilitate in conjunction with the SSR initiative, the Accelerated Reading program, by managing the students' logs and their test data. We use that data to conference with students about their progress and strategies they can use to increase their reading level.

In a united effort along with the media specialist we encourage students to become members of the Peace, Love, Read (PLR) club which is rewarded for reading. The teachers also take advantage of the high quality resources made available by the school and media department. The sixth grade teachers are also taking advantage of a partnership with Pizza Hut and their Book- It program which rewards 6th grade students with a free personal pan pizza for reading books.

As mentors, we encourage students to read by conferencing with them about their reading goals.

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.

Daniel Jenkins Academy has many strategies implemented in order to encourage positive working relationships between teachers. First, DJA encourages collaboration between grade levels and departments. It creates opportunities for problem solving and sharing best practices in which provides better communication between Administration, Leadership Team, Department Chairs, Teachers and Staff. Second, we believe we have a positive, safe work environment and continue positive reinforcement so everyone feels appreciated and valued. DJA provides feedback and answers in a timely manner and offers support for beginning teachers and new teachers to the school. The Leadership Team provides support when the teachers are having classroom management issues. In addition, DJA has a volunteer program in which parents and community members assist with needs of the school. By implementing these strategies, DJA has created a positive working relationship between teachers.

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

1. Assign each new teacher a veteran mentor teacher. Person Responsible (Principal/AP/Dean)
2. Assign each new teacher to a support team composed of administrators, classroom teachers, and non-classroom teachers. Person Responsible (Principal/AP/Dean)
3. Provide support for state-level, district-level and school-level mandates via regular Learning Community meetings. Person Responsible (Principal/AP/Dean)
4. Provide support for subject area planning and progress ,monitoring process via departmental team meetings and activities. Person Responsible (Principal/AP/Dean/Department Chairs)
5. Make use of District teacher recruiters. (Principal)

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

1st year teacher is paired with a veteran teacher that share a common subject area. The rationale for pairings is common subject area and common planning periods. Mentoring activities include the Professional Education Competence Program (PEC), bi-weekly meetings in a professional learning community. Mentor teacher will observe beginner teacher and model strategies. Feedback will be provided.

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 teachers are expected to use the Polk County Learning Schedules and use district-adopted materials with fidelity. Lesson plans are checked weekly to ensure all teachers are following the schedules and unpacking standards. Classroom walkthroughs also provide evidence of Florida Standard implementation with fidelity. Teachers have been trained in the use of CPALMS to see all of their standards, suggestions for implementation, and activities that can be used with students. Training was provided to deconstruct a standard and discuss in pre-planning sessions. Further professional development of the standards is planned for this year.

The following are suggestions on how the school assures the alignment of core classes to the Florida standards:

Provide consistent expectations for students who move into their classrooms.

Providing teachers of the opportunity to collaborate with other teachers sharing good practices, materials, and assessments linked to high-quality standards
Providing them with consistent goals and benchmarks to ensure students are progressing on a path for success in school.

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.

Using the STAR assessments data, specific areas of study will show any trend in growth and lack thereof. This data will identify any deficiencies in a particular strand and determine grouping and differentiated instruction. Our reading department uses centers to increase student achievement. The evidence that it is working is when our students show gains throughout the school year. Our math department will use STAR and Performance Matters as the benchmark Assessment which will take place bi-weekly school wide. Data will be used for progress monitoring to determine areas of need. Both our Science and Social Studies departments will collect data from their quarterly assessments to progress monitoring.

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: 1,680

Students will be provided two hours per week of extended learning in both reading and math, during which time specific strategies were applied to address the students' areas of weakness.

Strategy Rationale

Students will be chosen based on FSA scores, MTSS Tier and teacher recommendations.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rivera, Miguel, miguel.rivera01@polk-fl.net

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

STAR, Progress Monitoring Writing Assessments and Performance Matters data will be collected to analyze the effectiveness of the strategy. Testing coordinator along with both Literacy and Math coaches will assist with disaggregating data.

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.

Incoming Summary:

Tour campus before school starts without 7th and 8th graders on campus
 Implement strategies for dealing with more than one teacher or class
 Introduce study habits
 Welcome reception for 6th grade students and parents
 Tour school while in 5th grade
 NJHS students talk and mentor the 6th graders
 Handout with helpful hints to be passed out at Orientation
 Link on website with 6th grade resources

Outgoing Summary:

More interventions for failing kids, not just passing them on to the next grade level unprepared for high school
 Strategies to help them realize High School teachers don't baby them as much with issues like late work, asking for things repeatedly, etc.
 Strategies for dealing with more freedom in high school; how to survive with less rules and be successful
 Have past DJA graduates come and talk to the 8th graders about their high school experiences (past NJHS members)
 Continue the mentor program
 Continue parent nights
 Motivational speaker assembly
 Handout with helpful hints on 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.**

Visits to local High Schools and personnel from local colleges.

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

N/A

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

N/A

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.

N/A

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.

Areas of strengths: Social Studies Achievement level of 68% (2016-2017), Math Lowest 25% Learning Gains at 55% proficiency (2016-2017), Algebra 1 has 71% proficiency, Geometry has 86% proficiency,

Areas of need: Science Achievement of 39% proficiency, 8th grade Math was 37% proficiency, Language Arts Lowest 25% Learning Gains 46% proficiency, Overall Math Achievement of 50% (2016-2017), 6th grade Math 45% proficiency, 8th Grade ELA 52% proficiency

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.

Daniel Jenkins Academy has had a turnover of new teachers over the past few years due to staff retirement and relocation. In the area of need (Math, Language Arts, and Science), these areas has had the largest changes, in which has impacted school data. Our demographics has mirrored the community with a increase of Hispanic population, which causes a need to have more diverse teaching. Teachers will need to be trained on Florida State Standards, Differentiated Instruction, and Implementation of MTSS so that they can deliver rigorous and engaging lessons, and this will improve state assessment proficiency.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers deliver engaging and rigorous standards based instruction in all content areas and implement MTSS strategies daily, then student test scores, attendance, and discipline will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers deliver engaging and rigorous standards based instruction in all content areas and implement MTSS strategies daily, then student test scores, attendance, and discipline will improve. 1a

G098075

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Writing Achievement District Assessment | 55.0 |
| Math Achievement District Assessment | 53.0 |
| FCAT 2.0 Science Proficiency | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Understanding of Florida Standards, Curriculum and use of Differentiated Instruction.
- Fidelity of Planning and Instruction.
- Limited time for collaborative planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Daniel Jenkins Academy will use common planning to ensure a consistency of rigor throughout all subject areas and classrooms. Professional Development sessions will provide opportunities for teachers with model classrooms to share out their best practices. Florida standards will be unpacked in order to make learning relevant. Parent nights will be scheduled to provide parents with data regarding STAR and Imagine Math results along with strategies to help their children at home. In addition, teachers will be provided immediate feedback following observations. Incentives program will be utilized to increase teacher's attendance and professionalism.

Plan to Monitor Progress Toward G1. 8

Leadership Team will be collecting agendas, sign-in sheets from department meetings

Person Responsible

Brad Tarver

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Leadership team members will visit with teachers during their planning to offer support. Minutes from meetings and agenda will be collected for data. Surveys from parent nights will be collected and discussed during leadership team meetings and SAC meetings.

Plan to Monitor Progress Toward G1. 8

Discipline Data

Person Responsible

Brad Tarver

Schedule

Monthly, from 8/21/2017 to 8/20/2018

Evidence of Completion

Compare monthly discipline reports.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers deliver engaging and rigorous standards based instruction in all content areas and implement MTSS strategies daily, then student test scores, attendance, and discipline will improve. **1**

 G098075

G1.B1 Understanding of Florida Standards, Curriculum and use of Differentiated Instruction. **2**

 B263786

G1.B1.S1 Professional Development sessions will provide opportunities for teachers with model classrooms to share out their best practices. Florida standards will be unpacked in order to make learning relevant. Additional Professional Development regarding MTSS and diverse learner strategies will be provided to teachers. **4**

 S279388

Strategy Rationale

By unpacking Florida Standards in PD sessions, teachers will be provided the necessary strategies to incorporate rigor and increase student achievement. Teachers will understand background of our students in order to make personal connections and enhance both instruction and family communication.

Action Step 1 **5**

Teachers will unpack Florida Standards and Curriculum. Teachers will attend MTSS PD and gain diverse learner strategies. .

Person Responsible

Brad Tarver

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Agenda, Sign-In sheet, Lesson Plans, Data, Student Artifacts, PPT Presentation with feedback, Classroom Observations

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

Follow up Professional Development with classroom observations

Person Responsible

Brad Tarver

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Lesson Plans, classroom walkthroughs with specific feedback to teachers

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

Classroom concerns regarding the curriculum for Florida Standards will be discussed during Professional Learning Communities and teachers will have the opportunity to share best practices. Effectiveness and implementation will be measured by: Reviewing lesson plans and pacing guide. Conducting non-evaluative walkthroughs throughout the school year. Administration along with coaches will discuss observations. Coaches will model for any teachers with deficiencies after PD and observations.

Person Responsible

Brad Tarver


Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Non-Evaluative walkthroughs, Lesson Plans, Pacing Guide, Benchmarks assessments, Probes, Progress Monitoring (STAR, Writing Assessment, Observation Data)

G1.B2 Fidelity of Planning and Instruction. 2

 B263787

G1.B2.S1 Teachers will be provided timely feedback following observations. Common planning by department will be utilized to discuss strategies and share best practices. 4

 S279389

Strategy Rationale

By allowing teachers to collaborate together, teachers will be able to plan lessons collectively and improve instruction by using each other strengths.

Action Step 1 5

Daniel Jenkins Academy will implement common & collaboratively planning by departments in order for teachers to share best practices.

Person Responsible

Brad Tarver

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Planning Period meetings agenda, lesson plans, observation forms

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

Administration and Leadership Team will attend collaborative planning sessions to provide support and assistance.

Person Responsible

Brad Tarver

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Department meetings minutes, agendas, Administration support during collaborative meetings

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

Effectiveness of implementation will be monitored through progress monitoring and increased rigor/engagement during classroom observations.

Person Responsible

Brad Tarver

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Progress Monitoring Data, Classroom Observations, Non-Evaluative Walkthroughs

G1.B3 Limited time for collaborative planning. 2

 B263788

G1.B3.S1 To provide substitute teachers to free up time for Math, Language Arts, and Science teachers to receive professional development from district personnel and plan for rigorous and engaging lessons.

4

 S279390

Strategy Rationale

By providing Math, Language Arts, and Science teacher with PD and extended planning times to collaborate, teachers will be able to differentiate instruction by creating rigorous and engaging lessons.

Action Step 1 5

Provide extended planning time with support from district personnel.

Person Responsible

Miguel Rivera

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

PD Agenda, Sign In Sheets, Lesson Plans, Classroom Observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson Plans, Observations, Progress Monitoring Data

Person Responsible

Brad Tarver

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Data Results, Classroom Observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will review lesson plans along with classroom observations and review data with leadership team.

Person Responsible

Miguel Rivera












Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting agendas, Lesson Plans, Data Results, Emails on Lesson Plans

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.MA1  M407244 | Classroom concerns regarding the curriculum for Florida Standards will be discussed during... | Tarver, Brad | 8/21/2017 | Non-Evaluative walkthroughs, Lesson Plans, Pacing Guide, Benchmarks assessments, Probes, Progress Monitoring (STAR, Writing Assessment, Observation Data) | 5/18/2018 weekly |
| G1.MA1  M407250 | Leadership Team will be collecting agendas, sign-in sheets from department meetings | Tarver, Brad | 8/21/2017 | Leadership team members will visit with teachers during their planning to offer support. Minutes from meetings and agenda will be collected for data. Surveys from parent nights will be collected and discussed during leadership team meetings and SAC meetings. | 5/21/2018 weekly |
| G1.B2.S1.MA1  M407247 | Administration and Leadership Team will attend collaborative planning sessions to provide support... | Tarver, Brad | 8/21/2017 | Department meetings minutes, agendas, Administration support during collaborative meetings | 5/21/2018 monthly |
| G1.B2.S1.A1  A376525 | Daniel Jenkins Academy will implement common & collaboratively planning by departments in order for... | Tarver, Brad | 8/21/2017 | Planning Period meetings agenda, lesson plans, observation forms | 5/21/2018 weekly |
| G1.B3.S1.MA1  M407248 | Administration will review lesson plans along with classroom observations and review data with... | Rivera, Miguel | 9/5/2017 | Leadership team meeting agendas, Lesson Plans, Data Results, Emails on Lesson Plans | 5/25/2018 quarterly |
| G1.B3.S1.MA1  M407249 | Lesson Plans, Observations, Progress Monitoring Data | Tarver, Brad | 9/5/2017 | Lesson Plans, Data Results, Classroom Observations | 5/25/2018 quarterly |
| G1.B3.S1.A1  A376526 | Provide extended planning time with support from district personnel. | Rivera, Miguel | 9/5/2017 | PD Agenda, Sign In Sheets, Lesson Plans, Classroom Observations. | 5/25/2018 quarterly |
| G1.B1.S1.MA1  M407245 | Follow up Professional Development with classroom observations | Tarver, Brad | 8/28/2017 | Lesson Plans, classroom walkthroughs with specific feedback to teachers | 5/28/2018 weekly |
| G1.B1.S1.A1  A376524 | Teachers will unpack Florida Standards and Curriculum. Teachers will attend MTSS PD and gain... | Tarver, Brad | 8/28/2017 | Agenda, Sign-In sheet, Lesson Plans, Data, Student Artifacts, PPT Presentation with feedback, Classroom Observations | 5/28/2018 weekly |
| G1.B2.S1.MA1  M407246 | Effectiveness of implementation will be monitored through progress monitoring and increased... | Tarver, Brad | 8/21/2017 | Progress Monitoring Data, Classroom Observations, Non-Evaluative Walkthroughs | 5/28/2018 monthly |
| G1.MA2  M407251 | Discipline Data | Tarver, Brad | 8/21/2017 | Compare monthly discipline reports. | 8/20/2018 monthly |

V. Professional Development Opportunities

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

G1. If teachers deliver engaging and rigorous standards based instruction in all content areas and implement MTSS strategies daily, then student test scores, attendance, and discipline will improve.

G1.B1 Understanding of Florida Standards, Curriculum and use of Differentiated Instruction.

G1.B1.S1 Professional Development sessions will provide opportunities for teachers with model classrooms to share out their best practices. Florida standards will be unpacked in order to make learning relevant. Additional Professional Development regarding MTSS and diverse learner strategies will be provided to teachers.

PD Opportunity 1

Teachers will unpack Florida Standards and Curriculum. Teachers will attend MTSS PD and gain diverse learner strategies. .

Facilitator

Administration, Coach, Department Chair

Participants

All teachers, Leadership Team, Coach

Schedule

Weekly, from 8/28/2017 to 5/28/2018

G1.B2 Fidelity of Planning and Instruction.

G1.B2.S1 Teachers will be provided timely feedback following observations. Common planning by department will be utilized to discuss strategies and share best practices.

PD Opportunity 1

Daniel Jenkins Academy will implement common & collaboratively planning by departments in order for teachers to share best practices.

Facilitator

PD Facilitator

Participants

All teachers, Leadership team, ELA Coach, Math Coach, Dean of Students

Schedule

Weekly, from 8/21/2017 to 5/21/2018

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 | Teachers will unpack Florida Standards and Curriculum. Teachers will attend MTSS PD and gain diverse learner strategies. . | | | | \$68,100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 100-Salaries | 0311 - Daniel Jenkins Academy Tech | Title, I Part A | | \$67,078.00 |
| | | | Notes: Budget will be utilized to pay for two academic coaches and planning of implementation of Florida Standards. In addition, funds will be used to train staff and implement cross curricular collaborations. In addition, both coaches will assist with common planning and provide modeling/coaching with our teachers. | | | |
| | 6150 | 510-Supplies | 0311 - Daniel Jenkins Academy Tech | Title, I Part A | | \$1,022.00 |
| | | | Notes: Money will be utilized to purchase stamps, paper, envelopes, and refreshments for Parents to educate them on the Florida Standards, and testing information during parent events. | | | |
| 2 | G1.B2.S1.A1 | Daniel Jenkins Academy will implement common & collaboratively planning by departments in order for teachers to share best practices. | | | | \$0.00 |
| 3 | G1.B3.S1.A1 | Provide extended planning time with support from district personnel. | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 140-Substitute Teachers | 0311 - Daniel Jenkins Academy Tech | Title, I Part A | | \$2,500.00 |
| | | | Notes: Teachers in ELA, Math, and Science departments will be provided with opportunities to unpack Florida Standards, create differentiated instruction with their students. Teachers will be provided with the opportunity to break down data from progress monitoring assessments to increase student achievement. | | | |
| Total: | | | | | | \$70,600.00 |