

Englewood High School

4412 BARNES RD, Jacksonville, FL 32207

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

66%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

The school administers various surveys to receive data about students and teachers. The surveys are administered and data collected. Once the data is collected and reviewed it is shared with all stakeholders to assist in the development of a plan to meet the needs of students as well as ways to facilitate the development of relationships between students and teachers.

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

Use of Foundations and CHAMPS. The school has a Foundations team that reviews all common areas throughout the day and formulates supervision plans to make certain the campus is safe. Included in the Foundations Safe School plan is information to students to allow for anonymous reporting of incidents to the Dean, counselors and Administrators.

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

The Duval County Student Code of Conduct provides the framework for the school wide behavioral systems. There is a 6 step process that creates a system of interventions prior to a behavior referral being written by a teacher. This allows the teachers the opportunity to take ownership of their classroom environment and build relationships with students which prevents disruption. All teachers and students are trained on the student code of conduct each year so that the expectations are clear.

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 Social-emotional needs of the students are met by providing various wrap around services. Students are able to be referred to Full Service Schools to meet various needs, as well as services provided by the 5 school counselors.

Early Warning Systems

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

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

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

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	58	57	57	57	229
One or more suspensions	27	19	13	7	66
Course failure in ELA or Math	163	298	151	50	662
Level 1 on statewide assessment	177	121	65	106	469

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Through collaboration between teachers, school counselors, administration, and support staff, a variety of monitoring systems have been put into place to indicate whether students are on track for graduation for the 2013-2014 school year:

Teachers mark attendance daily and school counselors are notified when students are chronically absent; students that have poor attendance records are then referred to the Attendance Intervention Team and a meeting takes place with the student and parent or legal guardian.

Students also have opportunities for mentoring and oversight with help from a variety of community agencies including FSCJ Trio Program, Communities in Schools, Daniel Memorial, Upward Bound, and Take Stock in Children. Students are also referred to a variety of seasonal programs including initiatives by Mayor Alvin Brown's Office including: Mayor Summer Jobs Program, School Leaders, etc.

Students with chronic discipline issues are referred to a wrap-around in-school-suspension program and sometimes the offense requires restorative justice with one or more parties. This provides students an outlet to explain their behaviors and a management plan is put in place for students to get back on track. If additional mental health services are needed a referral for Englewood Full Service Schools is made and parents are contacted to follow up with the program.

Students that score below grade level on state-wide assessments might be placed into an Enrichment Reading or Enrichment Math course to help the student in their areas of weakness. In addition, students with scores close enough to passing may be selected for one-on-one "pull outs" to help improve their reading or math scores. After school and Saturday tutoring is also available for Algebra 1 EOC, FCAT, and SAT/ACT prep courses.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182028>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The School Advisory Council continues to support partnerships within the community. Once stakeholders are identified we school administration and the potential partner find ways in which both the school and the partner can benefit.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Wright, Corey	Principal
Boyd, Chanthony	Dean
Battest, Traci	Assistant Principal
Carias, Ingrid	Assistant Principal
George, Marie	Assistant Principal
Shumaker, Rosanne	Teacher, K-12

Duties

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

Principal and administrative team: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Select General Education Teachers (Department Chairs): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. The leadership team meets bi-weekly throughout the school year to discuss each tier of the Rtl model and ensure that efficient implementation of all parts of the school-wide model. The team will look at all progress monitoring data to determine the needs of the students and teachers and provide all needed support.

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 leadership team was divided into subgroups to address the development and implementation of different parts of the SIP and Rtl plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, and facilitated the development of a systemic approach to teaching.

The School Leadership Team along with the School Advisory Council will monitor the use of fund and services to maximize the use of all resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Corey Wright	Principal
Cari Verscheuren	Teacher
Don Redman	Business/Community
Jerri Brogli	Student
John Woodle	Parent
Marchelle Smith	Business/Community
Beth Allen	Parent
Hope Darity	Parent
Ralph Hodges	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The previous year's SIP was reviewed several times throughout the year and in depth at the Mid-year Stakeholder's meeting in which progress monitoring data was reviewed and input solicited on next

steps. Also, the release of school data over the summer the data was reviewed along with the SIP at the September SAC meeting.

Development of this school improvement plan

The SIP was presented to the SAC committee for input prior to being presented to the FDOE. Mr. Wright was available to answer questions and receive input from the committee.

Preparation of the school's annual budget and plan

The Budget process is reviewed with the SAC and input solicited from the SAC members each Spring and Fall.

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

The school improvement funds will be used for the benefit of the entire school as determined by the SAC

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dunnington, Dama	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

Reading Strategies- ACE strategy, Magnet strategy, Think-Write-Pair-Share, CUBE strategy, Turn and Talk, It Says, I say and so (inferences), Frayer models, Literature Circles.
Writing Strategies –Cornell Notes, SRE, Graphic Organizers, Response to Literature.
Strengthening rigor at the Tier 1 Level of Instruction. Continued implementation of Language Arts Florida Standards with emphasis on Text Dependent Tasks. Extra tutoring for identified students in the areas of preparation for FCAT, SAT/ACT, and Algebra 1 Retake students for word problems.

Public and Collaborative Teaching

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

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

The Master schedule is created to allow for Common Planning by department and by content areas. This allows for Common Planning sessions to be facilitated by instructional coaches and administrators. Through this job-embedded professional development the teachers interact together and allows for a structure of collaboration.

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

Administrators attend job fairs to speak with potential candidates, screen candidates, and recruit only the highest candidates for our school.

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

Englewood High School uses the MINT program and all teachers new to the school or the profession are assigned a mentor. Mentees are paired with mentors based on subjects, common interests, and personalities.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The District Curriculum Guides are developed to provide a guide for teachers aligned to the Florida Standards. The Curriculum Guide implementation is monitored by school administration and discussed and updated during common planning sessions to allow for alignment with Florida Standards and the needs of the students.

Instructional Strategies

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

The teachers use district created and teacher created assessments to determine the needs of groups of students and individuals. Teachers follow the curriculum guide, but based on student achievement data teachers modify instruction and create time through teacher rotations within the class period to adjust instruction. during teacher-led direct instruction small groups.

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: 3,904

Students are offered as well as assigned after school and Saturday tutoring with the teachers of core subjects. Additionally, teachers collaborate and plan using data to drive instruction. Professional development is offered in areas identified through data analysis, observations and evaluations to improve instruction in every area. Enrichment activities include mentor programs where students are paired with one adult. This adult monitors attendance, behavior, grades and assists (or refers student to someone who can assist) with personal issues as related to child welfare, teen pregnancy, and health issues. Englewood High School provides over forty clubs that students can choose to be involved. These clubs are designed to build skills such as leadership, business development, web designs, etc. which will assist students in their future college life and careers.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wright, Corey, wrightc8@duvalschools.org

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

Students targeted for after school tutoring are typically students who fall just shy of passing the required exams for graduation. We have seen an increase in pass rates of EOCs, PERT, and FCAT which can only be contributed to after school and Saturday tutoring. We have seen a greater amount of student initiated involvement in enrichment activities and a larger parental base in activities at the school. Last year, we had over 400 parents attend a parent night, the largest amount of parents we have seen to date.

Strategy: After School Program

Minutes added to school year: 1,200

Youth leadership development program

Strategy Rationale

provide enrichment for students and connect academic instruction to business environment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wright, Corey, wrightc8@duvalschools.org

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

Graduation rate of participants and GPA.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The school maintains the same school counselor with the cohort of students to allow for appropriate relationship building. Also, each cohort is invited to participate in a Summer Bridge, a time for the students to become acclimated to the high school coming from middle school.

College and Career Readiness

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

Englewood High School has five full-time guidance counselors and a graduation coach who use individual student data to generate schedules, ensuring students meet State of Florida requirements for graduation. Additionally, the junior and senior counselors make students aware of college fairs, college requirements, possible career paths and student's goals for life after high school. This information is used to develop a college/career track for the student so that the student is working with a goal in mind.

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

Englewood High School applies real world examples during instruction, guidance counselors and job coaches work with students to connect future employment and college requirements with current courses the students are taking, and community leaders are brought in to inform students about life after high school.

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

Englewood High School offers courses that lead to various industry certifications in Premier Pro, PhotoShop, Microsoft Office, Building Construction, and Custom Promo. Students are able choose from career academies in which they are cohort scheduled to include academics and Career Technical Courses.

The career academy options are Media (Journalism and T.V production), Building Construction, or Business. Each academy provides opportunities for class projects that assist the school, such as the creation of the yearbook, school newspaper, and even a construction capstone project of the construction of a storage building.

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

School counselors/graduation coach meet with students frequently to share information on postsecondary readiness, test prep, test dates, and Bright Futures eligibility.

- Information on post-secondary readiness is provided to families via parent nights, parent link and mail-outs.
- College recruiters visit school regularly.
- Field trips to colleges are scheduled throughout the year.
- SAT/ACT waivers are provided to eligible students.
- PERT is offered several times a year.
- Test prep is available.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Utilize the graduation coach, counselors, teachers, mentors and parents to target at-risk students, provide mentor-ship, and opportunities to prepare/register students for college readiness tests.
- G2.** Promoting a culture of excellence and professional growth among teachers by recognition, team building, and professional development opportunities.
- G3.** Create a culture of positive behavior, personal responsibility/accountability, character, ownership of learning/education, and encourage teachers to implement effective classroom management systems and organization.
- G4.** Promote a culture of school wide attendance through use of incentives for students, parents, and teachers.
- G5.** Teachers will require students to answer text-dependent Questions/Higher Ordering Questions aligned to the Florida Standards.
- G6.** Student Accountable Talk: Turn & Talk; Think-Write-Pair-Share and other collaboration strategies to increase student engagement and accountable talk within the content areas.
- G7.** Common Planning across all content areas to allow for time for teacher to plan in collaboration with support from experts in the content areas, such a Academic Coaches and Specialists
- G8.** Use data to drive all instruction to provide meaningful Differentiated Instruction.
- G9.** Explicit Instruction Using the Gradual Release Model: I do, We do, You do

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Utilize the graduation coach, counselors, teachers, mentors and parents to target at-risk students, provide mentor-ship, and opportunities to prepare/register students for college readiness tests. 1a

 G044591

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0
5-Year Grad Rate	80.0
4-Year Grad Rate (At-Risk)	65.0
Dropout Rate	
College Readiness Reading	85.0
College Readiness Mathematics	57.0

Resources Available to Support the Goal 2

- Graduation Coach
- School Counselors
- Teachers
- Parents
- Mentors
- Waivers for college readiness tests
- Resources for college readiness tests
- Tutoring opportunities
- Funding for Field Trips to college campuses
- Parent nights for ESOL
- Financial Aid Night
- BEACON
- Transportation for after school tutoring through activities bus.
- Career and Technical Education Programs
- Incentives for maintaining GPA and post-secondary readiness scores.
- Guidance curriculum centered around the importance of any post-secondary readiness test,
- Tier 2 enrichment for both reading and math
- Paraprofessionals
- Technology programs available

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

College Readiness Test Results

Person Responsible

Corey Wright

Schedule

Quarterly, from 9/12/2014 to 7/1/2015

Evidence of Completion

Report with data showing the percent of passing scores, number of students applying for the Bright Futures Scholarship, Pell Grant (FAFSA), and participation in the PSAT (10 graders and up).

G2. Promoting a culture of excellence and professional growth among teachers by recognition, team building, and professional development opportunities. **1a**

G044590

Targets Supported **1b**

Indicator	Annual Target
Teacher attendance rate	95.0
ESOL Endorsed	25.0
Reading Endorsed	10.0
Teachers with advanced degrees	
Certified in Field	80.0
Highly Qualified Teachers	80.0

Resources Available to Support the Goal **2**

- Professional development opportunities
- Professional Learning Communities
- MINT program
- Common planning
- Early Release Days
- Planning days
- Pre/post planning
- Faculty Fund

Targeted Barriers to Achieving the Goal **3**

Plan to Monitor Progress Toward G2. **8**

Teacher attendance rate, professional development opportunities, number of certifications and endorsements, and the number of participants in professional development opportunities.

Person Responsible

Corey Wright

Schedule

Annually, from 9/12/2014 to 7/1/2015

Evidence of Completion

Attendance records for both school days and professional development opportunities, copies of certificates and endorsements.

G3. Create a culture of positive behavior, personal responsibility/accountability, character, ownership of learning/education, and encourage teachers to implement effective classroom management systems and organization. **1a**

 G044589

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	
2+ Behavior Referrals	
1+ Suspensions Grade 09	
1+ Suspensions Grade 10	
1+ Suspensions Grade 11	
1+ Suspensions Grade 12	

Resources Available to Support the Goal **2**

- CHAMPS training
- professional development
- PLC's
- coaching cycles
- Positive behavior support
- Behavior protocol/referral
- Full Service Schools
- School Counselors
- adopt-a-ram
- Mentors
- Communities In Schools
- Involvement in Extra-Curricular Activities
- Peer connections
- Restorative Justice
- ISSP
- information provided to teachers about at-risk students and the interventions provided to them.
- Inputting student comments on OnCourse
- Paraprofessionals

Targeted Barriers to Achieving the Goal **3**

Plan to Monitor Progress Toward G3. 8

SESIR data provided by the FLDOE, anecdotal data by the teachers and administrative personnel involved in the restorative justice programs, and Full Service School data

Person Responsible

Chanthony Boyd

Schedule

Monthly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Number/type of referrals written, number of students in the restorative justice program, number of students reported to Full Service Schools, and comments reported on OnCourse.

G4. Promote a culture of school wide attendance through use of incentives for students, parents, and teachers. 1a

G044588

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
Attendance Below 90% Grade 09	
Attendance Below 90% Grade 10	
Attendance Below 90% Grade 11	
Attendance Below 90% Grade 12	
Truancy rate	
Attendance Below 90%	

Resources Available to Support the Goal 2

- Teachers being at tardy sweep locations
- Teachers standing at their doors
- Tardy scanners
- Security and administration in halls during transitions
- incentives for attendance
- Discipline for excessive tardies.
- Parent shadowing for tardies.
- PBSI referrals
- Attendance reports from database
- Paraprofessionals

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Genesis data for attendance, tardies, and truancy, referrals for tardies, discipline lists.

Person Responsible

Chanthony Boyd

Schedule

Daily, from 9/12/2014 to 6/5/2015

Evidence of Completion

Attendance records, number of tardies, number of truants, number of students on the discipline list, number of referrals for tardies.

G5. Teachers will require students to answer text-dependent Questions/Higher Ordering Questions aligned to the Florida Standards. **1a**

G041381

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	54.0
AMO Reading - Asian	51.0
AMO Reading - African American	49.0
AMO Reading - ED	51.0
AMO Reading - ELL	38.0
AMO Reading - Hispanic	49.0
AMO Reading - SWD	45.0
AMO Reading - White	61.0
FAA Reading Proficiency	80.0
CELLA Listening/Speaking Proficiency	35.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
FSA - English Language Arts - Proficiency Rate	35.0
Bio I EOC Pass	55.0

Resources Available to Support the Goal **2**

- District Curriculum guides
- Task Cards
- Online textbooks
- Internet Resources- CPALMS, teacher channel, etc.
- Professional Development
- Lesson Study
- Coaching Cylce
- Paraprofessionals

Targeted Barriers to Achieving the Goal **3**

Plan to Monitor Progress Toward G5. 8

1. Student folders/artifacts
2. Lesson plans
3. Journals
4. Common Planning Logs
5. Daily Walk-Throughs
6. Feedback to the teachers (administrators and students)

Person Responsible

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

1. Student work where Higher Order questions are answered 2. Higher order questions are written in the lesson plans 3. Students are working through the hard questions and promoting the higher order thinking necessary to answer the questions. 4. Common Planning minutes 5. Evidence of the higher order questioning, how the question is posed, what words are used in the question. 6. Student surveys/exit slips for students to feel like they were able to answer the higher order questions or direct feedback from administrators/peers about their questioning.

G6. Student Accountable Talk: Turn & Talk; Think-Write-Pair-Share and other collaboration strategies to increase student engagement and accountable talk within the content areas. 1a

G041380

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	41.0
AMO Math - Asian	51.0
AMO Math - African American	38.0
AMO Math - ED	40.0
AMO Math - ELL	41.0
AMO Math - Hispanic	38.0
AMO Math - SWD	42.0
AMO Math - White	45.0
FAA Mathematics Proficiency	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
Math Gains	
Math Lowest 25% Gains	
ELA/Reading Lowest 25% Gains	
ELA/Reading Gains	
FAA Reading Proficiency	
AMO Reading - White	61.0
AMO Reading - SWD	45.0
AMO Reading - Hispanic	49.0
AMO Reading - All Students	54.0
AMO Reading - American Indian	
AMO Reading - African American	49.0
AMO Reading - Asian	51.0
AMO Reading - ED	51.0
AMO Reading - ELL	38.0
Bio I EOC Pass	
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Technology
- Professional Development
- Task Cards/sentence starters
- Informative posters that are relevant for explicit directions about each accountability talks.
- Calendar of monthly strategies for teachers
- Coaching cycles
- Paraprofessionals

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G6. 8

1. Common planning
2. Lesson Plans
3. Daily Walk-Throughs

Person Responsible

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

1. Written into the lesson plans
2. Visually seeing partners accountable talking
3. Artifacts/exit slips
4. Teachers circulating to make sure on-task

G7. Common Planning across all content areas to allow for time for teacher to plan in collaboration with support from experts in the content areas, such a Academic Coaches and Specialists 1a

G041379

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	41.0
AMO Math - Asian	51.0
AMO Math - African American	38.0
AMO Math - African American	38.0
AMO Math - ED	40.0
AMO Math - ELL	41.0
AMO Math - Hispanic	38.0
AMO Math - White	45.0
FAA Mathematics Proficiency	
Algebra I EOC Pass Rate	
Math Lowest 25% Gains	
Math Gains	
Geometry EOC Pass Rate	
ELA/Reading Lowest 25% Gains	
ELA/Reading Gains	
FAA Reading Proficiency	
AMO Reading - White	61.0
AMO Reading - Hispanic	49.0
AMO Reading - All Students	54.0
AMO Reading - African American	49.0
AMO Reading - ELL	38.0
AMO Reading - ED	51.0
AMO Reading - Hispanic	49.0
AMO Reading - SWD	45.0
Bio I EOC Pass	
FAA Writing Proficiency	
Effective+ Teachers (Performance Rating)	
Teacher attendance rate	

Resources Available to Support the Goal 2

- Instructional Coach
- Planning time
- Lesson plan template/framework
- Professional development on correct implementation of common planning.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

1. Common planning logs
2. Agendas
3. Lesson plans
4. Daily walk-throughs

Person Responsible

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

1. Common planning logs
2. Common assessments
3. Comparable student work from different teachers
4. Walk-throughs

G8. Use data to drive all instruction to provide meaningful Differentiated Instruction. 1a

G041378

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	
AMO Reading - All Students	54.0
AMO Reading - American Indian	
AMO Reading - Asian	51.0
AMO Reading - African American	49.0
AMO Reading - ED	51.0
AMO Reading - ELL	38.0
AMO Reading - Hispanic	49.0
AMO Reading - SWD	45.0
AMO Reading - White	61.0
Algebra I EOC Pass Rate	
AMO Math - White	45.0
AMO Math - SWD	42.0
AMO Math - SWD	42.0
AMO Math - Hispanic	38.0
AMO Math - ELL	41.0
AMO Math - ED	40.0
AMO Math - African American	38.0
AMO Math - Asian	51.0
AMO Math - American Indian	
AMO Math - All Students	41.0
Geometry EOC Pass Rate	
Math Lowest 25% Gains	
Math Gains	
Bio I EOC Pass	

Resources Available to Support the Goal 2

- Performance matters
- CGA
- Achieve 3000
- Write to learn
- Coaching Cycle
- Professional Development
- Lesson study

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G8. 8

1. Interim Data (CGA, achieve 3000, write to learn)
2. Teacher Generated assessments
3. Classroom Walk-throughs
4. consistent review and monitoring of student data review of coaching logs and lesson plans
5. observe the execution of teacher lesson plans review student end products/work sample
6. Lesson Plans

Person Responsible

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

1. Data chat logs
2. Individual student/teacher/school data reports
3. Administrator walk-through logs
4. Differentiated instruction written in Lesson Plans

G9. Explicit Instruction Using the Gradual Release Model: I do, We do, You do 1a

G041377

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	41.0
AMO Math - Asian	51.0
AMO Math - Asian	51.0
AMO Math - African American	38.0
AMO Math - ED	40.0
AMO Math - ELL	41.0
AMO Math - Hispanic	38.0
AMO Math - SWD	42.0
Math Lowest 25% Gains	80.0
Geometry EOC Pass Rate	55.0
Algebra I EOC Pass Rate	50.0
AMO Reading - All Students	54.0
AMO Reading - American Indian	
AMO Reading - Asian	51.0
AMO Reading - ED	51.0
AMO Reading - African American	49.0
AMO Reading - ELL	38.0
AMO Reading - Hispanic	49.0
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	75.0
AMO Reading - White	61.0
AMO Reading - SWD	45.0
Bio I EOC Pass	60.0
CELLA Writing Proficiency	

Resources Available to Support the Goal 2

- Coaching cycle
- Administration
- Common Planning Process
- Professional Development
- Lesson Study
- Paraprofessionals

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G9. 8

1. Common Planning logs
2. Lesson Plans
3. Student Folders
4. Daily Walk-throughs

Person Responsible

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

1. Common Planning logs
2. teacher Lesson plans
3. Student work samples/artifacts

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	College Readiness Test Results	Wright, Corey	9/12/2014	Report with data showing the percent of passing scores, number of students applying for the Bright Futures Scholarship, Pell Grant (FAFSA), and participation in the PSAT (10 graders and up).	7/1/2015 quarterly
G2.MA1	Teacher attendance rate, professional development opportunities, number of certifications and endorsements, and the number of participants in professional development opportunities.	Wright, Corey	9/12/2014	Attendance records for both school days and professional development opportunities, copies of certificates and endorsements.	7/1/2015 annually
G3.MA1	SESIR data provided by the FLDOE, anecdotal data by the teachers and administrative personnel involved in the restorative justice programs, and Full Service School data	Boyd, Chanthony	9/12/2014	Number/type of referrals written, number of students in the restorative justice program, number of students reported to Full Service Schools, and comments reported on OnCourse.	6/5/2015 monthly
G4.MA1	Genesis data for attendance, tardies, and truancy, referrals for tardies, discipline lists.	Boyd, Chanthony	9/12/2014	Attendance records, number of tardies, number of truants, number of students on the discipline list, number of referrals for tardies.	6/5/2015 daily
G5.MA1	1. Student folders/artifacts 2. Lesson plans 3. Journals 4. Common Planning Logs 5. Daily Walk-Throughs 6.		8/29/2014	1. Student work where Higher Order questions are answered 2. Higher order questions are written in the lesson plans	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Feedback to the teachers (administrators and students)			3. Students are working through the hard questions and promoting the higher order thinking necessary to answer the questions. 4. Common Planning minutes 5. Evidence of the higher order questioning, how the question is posed, what words are used in the question. 6. Student surveys/exit slips for students to feel like they were able to answer the higher order questions or direct feedback from administrators/peers about their questioning.	
G6.MA1	1. Common planning 2. Lesson Plans 3. Daily Walk-Throughs		8/29/2014	1. Written into the lesson plans 2. Visually seeing partners accountable talking 3. Artifacts/exit slips 4. Teachers circulating to make sure on-task	6/5/2015 weekly
G7.MA1	1. Common planning logs 2. Agendas 3. Lesson plans 4. Daily walk-throughs		8/29/2014	1. Common planning logs 2. Common assessments 3. Comparable student work from different teachers 4. Walk-throughs	6/5/2015 monthly
G8.MA1	1. Interim Data (CGA, achieve 3000, write to learn) 2. Teacher Generated assessments 3. Classroom Walk-throughs 4. consistent review and monitoring of student data review of coaching logs and lesson plans 5. observe the execution of teacher lesson plans review student end products/work sample 6. Lesson Plans		8/29/2014	1. Data chat logs 2. Individual student/ teacher/school data reports 3. Administrator walk-through logs 4. Differentiated instruction written in Lesson Plans	6/5/2015 monthly
G9.MA1	1. Common Planning logs 2. Lesson Plans 3. Student Folders 4. Daily Walk-throughs		8/29/2014	1. Common Planning logs 2. teacher Lesson plans 3. Student work samples/ artifacts	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0