

Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

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

We are dedicated to providing academic success and building the self-confidence of every student, in every classroom, everyday. This will strengthen their ability to make better choices at home and school; as well as develop into productive citizens in the community.

Provide the school's vision statement

We believe that students will excel academically and behaviorally when they adhere to the following guidelines for success: Expect the best; Act Responsibly; Give respect to get respect; Learn to make good choices; Engage in safe behaviors; and Students are to come prepared daily.

School Environment

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

On a weekly basis, our teachers & students participate in "Eagle Day" activities. Teachers spend a minimum of 30 minutes in dialogue with students about choices, decision-making, character education and other topics that will build teacher-student relations & improve students' overall behavior. On a daily basis, we recite our student creed, "My Mind is a Pearl" and word-of-the week (communicated weekly in Spanish) to build vocabulary & challenge students' critical thinking skills.

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

During morning check-in procedures, students are greeted by the SRO, school security personnel and administration on a daily basis. As students enter the building, they walk through metal detectors and their notebooks are checked for security purposes. All students are expected to be in dress code. All teachers are visible during transition of classes and assist with student supervision. Students are escorted to/from lunch as well as to their buses each day. Students are given neon bright vests as hall passes. All guests entering the campus are only allowed entry in the building by electronic door security system. Although security cameras are prevalent on campus, all gates & doors remain locked throughout the school day.

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

Daily Orientation of new students regarding school expectations with Principal & SRO; Quarterly student assemblies; Referral to Interventionist/Dean in which strategies are provided to assist students in returning back to learning environment with appropriate coping skills; Ind./Small group support by para & Volunteer Liaison; Visibility of Leadership, SRO and security personnel. Daily point sheets serve as a communication tool so parents will be aware of student's academic & behavioral performance.

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

Referral to Interventionist/Dean in which strategies are provided; Ind./Small group support by para & Volunteer Liaison; Small Group Counseling by Gateway & River Region; Weekly "Eagle Day" activities include character education & social skills topics.

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

Because of the constant transition of students and the nature of our population, approximately 70% of our students struggle with attending school consistently and are level 1 / low level two students in reading & math.

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	60	50	20	8	138
One or more suspensions	70	65	30	17	182
Course failure in ELA or Math	20	17	5	2	44
Level 1 on statewide assessment	60	48	20	15	143

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	70	65	30	17	182

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

Ind. / Small group counseling, Support Facilitation / Consultation re: students w/ IEP's, Wrap-around services offered by Gateway Community Services & River Region, District Social Worker to address homeless / attendance issues, College & Career Awareness activities provided by School Counselor

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/185524>.

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

Our para / Volunteer Liasion contacts surrounding businesses, faith-based entities, as well as local professionals to develop community partnerships that provide comprehensive services to Grand Park students & teachers. At times, these community partnerships turn into avenues for services that build school morale, improves academic achievement and provides direct support to students & families.

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
Blue, Tyrone	Principal

Duties

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

The team looks at the school-wide, district trends (data) to make instructional decisions on how to improve student achievement. These decisions drive many of the components of the School Improvement Plan, especially in Reading & Math where it's historically determined to be our prime deficiency.

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

The School MTSS/RTI team meets once a week to discuss the school targets and individual student needs. The team analyzes the data gathered from Benchmarks, Pearson test data, & CGA data to determine student weaknesses and strengths, then shares this information with the school instructional staff to start the tiered interventions through core instruction.

IDEA - Exceptional education teachers will be used to provide assistance to the parents of students with disabilities. Title I funds will be used to assist families in attending parent activities at the school by providing services for daycare and tokens/ bus passes for transportation, thus eliminating barriers to effective parent involvement. The district has provided a part-time social worker to address attendance issues, as well as substance use & prevention. The school will coordinate several activities to build the capacity for strong parental involvement, including:

- 1) Open House – maintain positive relationships with parents and increase parental access to meaningful academic information
- 2) Parent Day - provide various strategies to assist parents at home
- 3) Literacy Night - increase parental understanding of how literacy skills impact student achievement
- 4) Parent Night – increase parent awareness of test-taking strategies and ways to effectively monitor

student progress

5) Faculty & staff training / professional development on the value of parental involvement

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ronald Walters	Education Support Employee
Dr. Tyrone Blue	Principal
Steward Hernandez	Student
Viviana Juez	Teacher
Daisy Hardy	Teacher
John Santiago	Business/Community
Pam Rembert	Student
Charles Rembert	Parent
Karl Hodges	Business/Community
Aisha Eccleston	Business/Community
Annette Cherry	Parent
Walter Philpot	Education Support Employee

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

GP has used school improvement funds (~\$1,100) to purchase one student laptop (lenovo) and science lab materials.

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
Blue, Tyrone	Principal
	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to ensure reading is taught across all content areas & to supply the school with weekly reading strategies to be implemented school wide. Also, the primary focus of the LLT is to set reading goals that closely align with the state reading program as well as principal's targets. The LLT will strengthen the reading throughout core classes by closely monitoring the reading data, setting specific goals per grade level, and, drive the importance of student portfolios with reading assignments and assessments as well as posted student work to demonstrate the student progress in reading.

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

Teachers have 90 minutes of planning daily and are scheduled to collaborate during PLC's on a weekly basis. Teachers also have 30 minutes daily to collaborate within their SLC's. On a weekly basis, leadership acknowledges teachers for classroom instructional strategies / student behavior / professionalism... On a monthly basis, the faculty & staff collaborate to celebrate individual and school-wide, special events.

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

Recruit new teachers at Teach For America - Administration
 Encourage all instructional personnel to participate in Teacher Academy offered during the summer.
 PDF will meet regularly with new teachers to provide classroom strategies and share information regarding individual professional development.
 Monthly Professional Development activities – Principal, Asst. Principal, School Counselor, & Behavior Support personnel
 PLC's – Dept. Chair / Leadership Team
 Monthly Curriculum Review Meetings – Curriculum Manager, School Counselor, & Support Facilitators

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

New teacher meetings with mentors and PDF (as needed)
Mentor classroom observations
District Scheduled Teacher Induction Program workshops
New hires will be paired with more experienced teacher based upon background knowledge of content area.

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

All teachers are expected to follow the district's learning schedule. Administration performs daily classroom visits and provides teacher feedback. Department leaders also provide documentation from PLC log regarding instructional activities.

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

Teachers utilize CGA data & informal assessments to provide differentiated instruction. Due to the multiple preps being taught, teachers are encouraged to utilize technology and place students in small groups depending upon their needs. Enrichment activities are provided for those demonstrating mastery. Teachers also work one-on-one with the students whom are struggling the most.

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

Strategy: Extended School Year

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Orientation is provided on a daily basis for all newly enrolled students. All incoming students meet with the Principal, SRO, and/or Asst. Principal to discuss rituals, routines & school-wide expectations.

On a weekly basis, students are eligible to exit only if the following criteria is met: 1) Must receive credit for a minimum of 45 days of attendance; 2) Must receive a "C" or higher in all classes; and 3) Must demonstrate an improvement in attitude, dress, & behavior as indicated on daily point sheets. Students exiting Grand Park will complete an exit survey / interview, which is used to determine the effectiveness of our program.

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

Students are provided daily opportunities to receive individual assistance from School Counselor regarding graduation, course selections, & career choices. Also, small group counseling is provided, which helps our students be productive in the classroom by incorporating interventions to curtail negative behaviors assists our students for the post secondary education and the business world.

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

By providing relevant activities that expose students to opportunities that will enable them to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school.

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

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

Providing students daily opportunities to receive individual & small group assistance from School Counselor regarding graduation, credit checks, course selections, & career choices to better prepare students academically & behaviorally for post-secondary education and the business world.

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

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

Quarterly assemblies with High School Seniors... College awareness activities / visulas throughout the building

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.** Discipline - Reduce the number of Code of Conduct violations by 5%.
- G2.** High School-Grades Algebra I: Increase mathematics proficiency on Spring 2015 Algebra I EOC by 3% or more.
- G3.** Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2015 with an increase of 9-12%
- G4.** To increase all CGA baseline test scores by 5% or more.

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. Discipline - Reduce the number of Code of Conduct violations by 5%. 1a

G051394

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

4-Year Grad Rate (At-Risk)

Resources Available to Support the Goal 2

- Principal
- Asst. Principal
- Support Facilitators
- School Counselor
- Behavior Support Personnel
- Interventionist
- District Attendance Worker
- Gateway Resource Personnel
- River Region Personnel

Targeted Barriers to Achieving the Goal 3

- Student Behavior
- Poor Academic Performance

Plan to Monitor Progress Toward G1. 8

amount of discipline referrals, student tardies, type of conduct violations

Person Responsible

Tyrone Blue

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Level of student engagement, amount of discipline referrals

G2. High School-Grades Algebra I: Increase mathematics proficiency on Spring 2015 Algebra I EOC by 3% or more. 1a

G040049

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Principal
- Asst. Principal
- District Math Specialists
- School-Based Reading Interventionist
- District Curriculum Guides
- Use of electronic resources (e.g. Carnegie, GIZMOs)
- Professional development

Targeted Barriers to Achieving the Goal 3

- Students reading below grade level
- Multiple preps taught simultaneously
- Student apathy and motivation
- Student behavior
- Student attendance

Plan to Monitor Progress Toward G2. 8

Monitor CGA's administration and data collection as well as I-Ready administration and data collection.

Person Responsible

Tyrone Blue

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.

G3. Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2015 with an increase of 9-12% **1a**

 G040050

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal **2**

- Principal
- Asst. Principal
- Reading Interventionist
- Test Coordinator / Curriculum Manager
- District Reading & Language Arts Specialists
- District Curriculum guide
- Web-based resources
- Professional development

Targeted Barriers to Achieving the Goal **3**

- Students reading below grade level

Plan to Monitor Progress Toward G3. **8**

PLC Collaboration

Person Responsible

Schedule

Evidence of Completion

Student Work, CGA, DAR & IOWA test results

G4. To increase all CGA baseline test scores by 5% or more. 1a

G040051

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Principal
- Asst. Principal
- District Specialists
- Rdg. Interventionist
- Professional development
- Technology

Targeted Barriers to Achieving the Goal 3

- Data not being used effectively

Plan to Monitor Progress Toward G4. 8

Professional Development

Person Responsible

Schedule

Evidence of Completion

Data Chat Logs

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. Discipline - Reduce the number of Code of Conduct violations by 5%. **1**

 G051394

G1.B3 Student Behavior **2**

 B129122

G1.B3.S1 Implement daily student point sheet system **4**

 S141268

Strategy Rationale

Action Step 1 **5**

Attend district-based training to enhance school safety

Person Responsible

Schedule

On 6/12/2015

Evidence of Completion

Agendas / Effective use of communication devices

Action Step 2 **5**

Actively participate in school-wide trainings & professional development to enhance school safety

Person Responsible

Schedule

On 6/12/2015

Evidence of Completion

Agendas / Effective use of communication devices

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

Student Progress Reports

Person Responsible

Tyrone Blue

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Discipline Referrals

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

Daily Building & Classroom Walk-thru's

Person Responsible

Tyrone Blue

Schedule

On 6/12/2015


Evidence of Completion

Level of student engagement, discipline referrals


G2. High School-Grades Algebra I: Increase mathematics proficiency on Spring 2015 Algebra I EOC by 3% or more. **1**

 G040049

G2.B2 Students reading below grade level **2**

 B096737

G2.B2.S1 Weekly common planning with mathematics department. **4**

 S107950

Strategy Rationale

Action Step 1 **5**

Attend PLC meetings

Person Responsible

Tyrone Blue

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

*Agendas *Meeting Notes *Sign-In Sheets

Action Step 2 **5**

Collaborate to create Lesson Plans during PLCs, differentiating based on course or grade level.

Person Responsible

Tyrone Blue

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

*PLC Log *Lesson Plans

Action Step 3 5

Deliver lessons created during common planning.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

*Lesson Plans *Daily Board Configuration *Peer Observation Logs *Samples of student work *Data from selected common assessment

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Participation in PLC's to identify common standards, create common lessons, & differentiate instruction

Person Responsible

Tyrone Blue

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Common Planning Logs, Feedback from instructional delivery

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

PLC's facilitated by Dept. Chair & Administration

Person Responsible

Tyrone Blue

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Person Responsible


Schedule

Evidence of Completion

G3. Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2015 with an increase of 9-12% 1

 G040050

G3.B1 Students reading below grade level 2

 B096744

G3.B1.S4 Joint Reading & ELA PLC 4

 S107956

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Signed attendance sheet Weekly lesson plans Recorded documentation of meeting

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

PLC Collaboration

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, PLC Logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

PLC Collaboration


Person Responsible

Schedule


Evidence of Completion

Common Lesson Plans, Instructional Delivery Feedback


G4. To increase all CGA baseline test scores by 5% or more. 1

 G040051

G4.B2 Data not being used effectively 2

 B096750

G4.B2.S1 Professional development. 4

 S107957

Strategy Rationale

Action Step 1 5

Professional development

Person Responsible

Schedule

On 6/12/2015

Evidence of Completion

Sign-in sheets, Data Chat Logs, Implementation of Instructional Strategies

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Professional Development

Person Responsible

Schedule

Evidence of Completion

Sign-in Sheets, Implementation of instructional Strategies

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Classroom Observations

Person Responsible

Schedule

Evidence of Completion

Instructional Delivery Feedback

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
G2.B2.S1.A1	Attend PLC meetings	Blue, Tyrone	8/18/2014	*Agendas *Meeting Notes *Sign-In Sheets	6/12/2015 weekly
G3.B1.S4.A1	[no content entered]		Signed attendance sheet Weekly lesson plans Recorded documentation of meeting	one-time	
G4.B2.S1.A1	Professional development		8/18/2014	Sign-in sheets, Data Chat Logs, Implementation of Instructional Strategies	6/12/2015 one-time
G1.B3.S1.A1	Attend district-based training to enhance school safety		8/18/2014	Agendas / Effective use of communication devices	6/12/2015 one-time
G2.B2.S1.A2	Collaborate to create Lesson Plans during PLCs, differentiating based on course or grade level.	Blue, Tyrone	8/18/2014	*PLC Log *Lesson Plans	6/12/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Actively participate in school-wide trainings & professional development to enhance school safety		8/18/2014	Agendas / Effective use of communication devices	6/12/2015 one-time
G2.B2.S1.A3	Deliver lessons created during common planning.		8/18/2014	*Lesson Plans *Daily Board Configuration *Peer Observation Logs *Samples of student work *Data from selected common assessment	6/5/2015 daily
G1.MA1	amount of discipline referrals, student tardies, type of conduct violations	Blue, Tyrone	8/18/2014	Level of student engagement, amount of discipline referrals	6/12/2015 monthly
G1.B3.S1.MA1	Daily Building & Classroom Walk-thru's	Blue, Tyrone	8/18/2014	Level of student engagement, discipline referrals	6/12/2015 one-time
G1.B3.S1.MA1	Student Progress Reports	Blue, Tyrone	8/18/2014	Discipline Referrals	6/12/2015 weekly
G2.MA1	Monitor CGA's administration and data collection as well as I-Ready administration and data collection.	Blue, Tyrone	8/18/2014	High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.	6/12/2015 monthly
G2.B2.S1.MA1	PLC's facilitated by Dept. Chair & Administration	Blue, Tyrone	8/18/2014	PLC logs	6/5/2015 weekly
G2.B2.S1.MA1	Participation in PLC's to identify common standards, create common lessons, & differentiate instruction	Blue, Tyrone	8/18/2014	Lesson Plans, Common Planning Logs, Feedback from instructional delivery	6/5/2015 weekly
G2.B2.S2.MA1	[no content entered]			once	
G2.B2.S2.MA1	[no content entered]			once	
G2.B2.S3.MA1	[no content entered]			once	
G2.B2.S3.MA1	[no content entered]			once	
G3.MA1	PLC Collaboration		Student Work, CGA, DAR & IOWA test results	once	
G3.B1.S4.MA1	PLC Collaboration		Common Lesson Plans, Instructional Delivery Feedback	once	
G3.B1.S4.MA1	PLC Collaboration		Lesson Plans, PLC Logs	once	
G4.MA1	Professional Development		Data Chat Logs	once	
G4.B2.S1.MA1	Classroom Observations		Instructional Delivery Feedback	once	
G4.B2.S1.MA1	Professional Development		Sign-in Sheets, Implementation of instructional Strategies	once	

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.

G2. High School-Grades Algebra I: Increase mathematics proficiency on Spring 2015 Algebra I EOC by 3% or more.

G2.B2 Students reading below grade level

G2.B2.S1 Weekly common planning with mathematics department.

PD Opportunity 1

Attend PLC meetings

Facilitator

Leadership Team / Dept. Chair

Participants

Mathematics Dept. (Cornelious, Berry, Seman)

Schedule

Weekly, from 8/18/2014 to 6/12/2015

PD Opportunity 2

Collaborate to create Lesson Plans during PLCs, differentiating based on course or grade level.

Facilitator

Leadership Team / Dept. Chair

Participants

Mathematics Dept. (Cornelious, Berry, Seman)

Schedule

Weekly, from 8/18/2014 to 6/12/2015

PD Opportunity 3

Deliver lessons created during common planning.

Facilitator

Teachers (Ms. Cornelious, Mr. Seman, Mr. Berry)

Participants

Mathematics Dept. (Cornelious, Berry, Seman & students)

Schedule

Daily, from 8/18/2014 to 6/5/2015

G3. Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2015 with an increase of 9-12%

G3.B1 Students reading below grade level

G3.B1.S4 Joint Reading & ELA PLC

PD Opportunity 1

Facilitator

Participants

Reading & ELA Departments (Hardy, Z. Jones, & Henderson)

Schedule

G4. To increase all CGA baseline test scores by 5% or more.

G4.B2 Data not being used effectively

G4.B2.S1 Professional development.

PD Opportunity 1

Professional development

Facilitator

Mr. Madison, Mr. Hull

Participants

S.S. & Science Departments (Madison, P. James, Hull, Cleveland Williams)

Schedule

On 6/12/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Discipline - Reduce the number of Code of Conduct violations by 5%.	3,500
Grand Total	3,500

Goal 1: Discipline - Reduce the number of Code of Conduct violations by 5%.

Description	Source	Total
B3.S1.A1 - Additional school walkies are needed to effectively communicate safety concerns on campus. Also, because we have no covered walkways, it is vital that we secure umbrellas & rain jackets for students & security personnel to help avoid injuries.	School Improvement Funds	3,500
Total Goal 1		3,500