

Edward H. White High School



2014-15 School Improvement Plan

Edward H. White High School

1700 OLD MIDDLEBURG RD N, Jacksonville, FL 32210

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

No

Minority

70%

School Grades History

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

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

Our mission is to establish a strong foundation in learning, citizenship, problem solving, and work ethics in order to challenge all students to achieve and become productive members of society

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

Through our Positive Behavior Support (PBS) system, students are recognized by teachers, staff and administration for exemplifying the traits of Commander PRIDE (Positive attitude, prepared to learn; Respectful and responsible citizens; Independent thinkers; Disciplined and determined to succeed; Engaged and enthusiastic learners). Students can receive "pride passes" from their teachers and exchange them for a snack at their lunch time as a way to reinforce and reward positive behavior. Teachers are encouraged to build relationships with students through positive interaction before, during and after class. EWHS offers an abundance of clubs and activities through which students can express their interests and club sponsors (teachers) can engage students in activities beyond academics and the regular school day.

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

Through our Positive Behavior Support (PBS) system, students are recognized by teachers, staff and administration for exemplifying the traits of Commander PRIDE (Positive attitude, prepared to learn; Respectful and responsible citizens; Independent thinkers; Disciplined and determined to succeed; Engaged and enthusiastic learners). Students can receive "pride passes" from their teachers and exchange them for a snack at their lunch time as a way to reinforce and reward positive behavior. Teachers, administrators and security staff are available and visible before school, during class change and after school as a way to ensure that any student issues or disruptions to the school day are minimized and handled quickly. In addition, we have established a "tiered" system of classroom calls to the office for administrative/security assistance that allows us to prioritize and respond to classroom needs and/or emergencies. Administrators, teachers and security personnel are strategically positioned before school, during class, at class change and after school to maximize our ability to supervise and respond to any situation that may arise.

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

Teachers maintain their individual classroom management systems, however there are school wide protocols for dealing with disruptions in the classroom. First, there is a common agenda hall pass that all students utilize. In event that the students does not have their pass, they must be escorted by security if they need to leave the classroom. There are also clear behavioral expectations based on

our PBS system, Commander PRIDE. Teachers have four universal categories to deal with disruptive students that result in assistance needed. They are: Student Escort (no pass and needs to leave classroom), Teacher Assist (student refusal to give inappropriate item such as hat, cell phone, etc. to teacher); Student Removal (for disruptive students who will not comply with classroom rules after repeated attempts) and Immediate Response (for safety concerns such as fighting or severely disruptive students).

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

EWHS employs a full guidance staff that support the educational and emotional support of our students. In addition, we partner with Cities and Schools, which works with students who have specific concerns or difficulties in an effort to help them overcome difficulties and experience success in school. Another partnership with City Year assists 9th grade students who enter high school with past difficulties in the areas of academics, attendance and behavior. City Year communicates directly with students and parents in an effort to help improve students' performance in these areas, provides direct support in classrooms and monitors and tracks student data in these areas to ensure their targeted students are improving their performance.

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

EWHS early warning system will be monitored by guidance counselors and/or school administration on monthly basis. The indicators that are being monitored are:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	91	81	65	40	277
One or more suspensions	73	61	26	17	177
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	145	90	90	40	365

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	85	68	64	25	242

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

EWHS has several methods to help improve the academic performance of the students identified by the early warning system. We have an ongoing partnership with Communities in Schools, who provide a full time, on site CIS staff member to work with students who are experiencing issues that could affect their successful completion of high school, in addition we have City Year corp members who work with our ninth grade students who have shown a history of academic, attendance or behavioral issues. Students who are experiencing chronic attendance or discipline concerns are flagged and guidance counselors as well as administration counsel with them to ensure they understand the consequences of their actions and encourage them to make better choices, parents/guardians of these students are also contacted and encouraged to come in for a conference with their child to set goals and ensure changes in behavior are being made to make them more successful. Students have access to course recovery during and after the school day for retaking courses that they may have previously failed. All students who scored below proficient on statewide assessments are given remediation courses as part of their regular school day in an effort to catch up and improve academic performance.

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?

No

PIP Link

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

Description

Our goal is to develop programs that allows parents to have an active role in their child's education and learning environment, in the school and at home. We will target parental involvement by coordinating and integrating programs that align parent's knowledge with student development as it relates to the FCAT, literacy, college and career readiness, as well as connecting them to the community-at-large.

Specific family involvement activities include: PTA meetings, SAC meetings, Assessment presentations, "call-outs" to provide parents with information on upcoming activities, mailings or student-carried information regarding our school and its offerings, and Career Academy Fair to highlight and provide information on EWHS academies.

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

EWHS has an ongoing and active relationship with local places of worship. In addition, EWHS engages local businesses by providing information on school activities and soliciting donations to help support these activities. Businesses who donate to our school receive recognition on our website as well as on our marquee and newsletter, when applicable.

With the designation of a "fundraiser coordinator", EWHS ensures that solicitation isn't intrusive to any one business and that our scope and reach into our community continues to grow.

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
Paul, Eric	Principal
Durkin, Timothy	Assistant Principal
Guthrie, Jessica	Assistant Principal
Corbit, Euconfra	Instructional Coach
Leverette, Monica	Instructional Coach
Thomas, Marcus	Other
Jones, Benjamin	Dean

Duties

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

Eric Paul: responsible for managing and coordinating these efforts between all school teams.

Jessica Guthrie: responsible for managing and coordinating these efforts between all school teams. Social Studies, ELA/Reading

Timothy Durkin: responsible for managing and coordinating these efforts between all school teams. Science/Math

Monica Leverette: training teachers on how to find the data (Inform, Insight); teaching teachers how to group students based on benchmark data; share with teachers activities that would facilitate differentiation during common planning; engage in the coaching cycle to ensure that proper Tier II and Tier III is happening.

Connie Corbit: training teachers on how to find the data (Inform, Insight); teaching teachers how to group students based on benchmark data; share with teachers activities that would facilitate differentiation during common planning; engage in the coaching cycle to ensure that proper Tier II and Tier III is happening.

Tricie Robinson: uses academic history and college readiness data in order to better counsel upperclassmen and get them on track with graduation.

Mary Wren: as 9th grade counselor, Ms. Wren works closely with incoming freshman to orient them to graduation requirements and adjusting to their classes.

Benjamin Jones: Mr. Jones visits classes where the most common amount of misbehavior occurs for 9th grade students.

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 Tier I instruction relies on research-based instructional methods and practices. The Tier I model is designed for every student in the general curriculum. The increased core practices are aligned with coordinated data-based observations that drive differentiated professional development. This specific professional development augments the instructor's use of questioning, checks for understanding,

engagement, and gradual release. The differentiated professional development is implemented during common planning and early release Wednesdays, and then rechecked the next day to ensure that the specific outcomes are being implemented in the classroom with the students. The professional development is created and carried out by teacher-leaders and the school-based leadership team in order to build capacity within the school and rely less on outside professional development sources.

The Tier II supports include teacher created differentiated instruction based on data collected by teacher created assessments (exit slips, benchmark specific checks for understanding), school-based coaches, administrators, and district level assessments. The data is organized by teacher, differentiated instructional strategies are created during common planning by same content teachers and school-based coaches, and then small group remediation is facilitated by the instructor. Data is then re-examined during the next instructional focus assessment in order to see if the standards and skills “stuck” with the groups of students.

The Tier III supports are individualized and occur throughout the year. Tier III individual education is data based on reading FCAT data, CGAs, FCIM mini-lesson results, GPA, suspensions, attendance and tardies as the primary data sets that were pulled in support of the decisions related to the goals set out in the SIP.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Parent	

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

SAC reviewed the sy14 SIP on our initial meeting this year in September, 2014.

Development of this school improvement plan

SAC will be involved in the development of the school improvement plan during the October meeting. Members of SAC will be given the opportunity to review the plan with administration as well as school data. This will allow them to understand the focus areas for the plan. SAC members will have the opportunity to provide input into the plan and offer any suggestions for the plan. SAC was given the opportunity to review and approve the previously proposed budget for the 2013-14 school year.

Preparation of the school's annual budget and plan

SAC was involved with the approval of SIP funds to purchase student agendas for SY15. Subsequent SAC input and approval will be sought for SY15 SIP funds.

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

SAC members will work on brainstorming and developing projects and activities for this current school year based on the identified needs of the students and school community. This will be an ongoing discussion during the school year. Once initial ideas are determined, this section will be updated to reflect those projects and the funds determined to be allocated to them.

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

No

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

At our October 21 SAC meeting, officers and SAC members will be elected in compliance with the Florida Statute.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Guthrie, Jessica	Assistant Principal
Paul, Eric	Principal
Thomas, Marcus	Other
Leverette, Monica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The first major initiative of this year's LLT will be a school wide reading campaign. Members of the school's LLT and all ELA and Reading teachers will come together to develop this campaign and align it to district goals for reading. The overarching idea is to ensure that we support a distinct culture that encourages reading various texts for pleasure and to seek information.

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 collaborative planning with teachers of the same subject area weekly, led by either an academic coach or a school administrator. In addition, "informal" collaborative planning sessions happen regularly due to the availability of common planning periods daily. We also have created lists of teachers with documented teaching strengths that can be accessed by teachers and administrators to support teachers who are struggling in one or more areas of instruction. These struggling teachers can reach out to the teachers on the list informally, and administration or academic coaches can pair up struggling teachers with colleagues who are more adept at the teaching methods and skills that they may be lacking as a tier I support function.

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

To recruit highly effective new teachers, Ed White invites students from FSCJ and UNF to intern with the hopes of hiring them the next school year. Once teachers are hired, they are placed in the Teacher Induction Program where they collaborate with highly qualified, experienced teachers in their content area. To increase the teacher effectiveness at the school, teachers meet weekly in Professional Learning Communities in order to allow them to continue their professional growth. In addition, through establishing a positive work environment for all teachers and staff, EWHS intends to recruit even more effective teachers through referrals from our existing teaching staff.

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

Our school follows the district's MINT Program. The purpose of the DCPS Mentoring and Induction for Novice Teacher (MINT) program is to increase student learning by providing supervised support services for teachers during their first years of teaching, to assist in the continuance of their professional development, and to meet the requirements of the state of Florida. The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida. Each of our teachers have been paired with previously experienced teachers that have shown a track record of success with students, they will serve as a positive influence for our new teachers and our mentor/mentee pairs are as close to similar subject areas as possible. Teachers will follow the progression of completing focus observations, mentor observations, as well as informal and formal CAST evaluations as needed per the MINT plan for each teacher. Our MINT teachers will also attend monthly meetings to discuss progress throughout the school year.

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

EWHS teachers follow the Duval School District's curriculum guides which are aligned with the Florida standards. The instructional materials are provided by DCSD to ensure they are aligned with the Florida standards. Instruction is monitored weekly by academic coaches and administration to ensure that, among other things, teachers are following the prescribed curriculum and are pacing instruction to ensure that all standards are being taught prior to the end of the school year.

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

All teachers use both summative data (FCAT, EOC, unit tests) as well as formative data (exit tickets, informal assessments, etc.) to guide and modify instruction for their students. Teachers differentiate instruction through small groups as well as individual and small group remediation and enrichment activities. Differentiation is monitored by academic coaches and administrators during classroom walk throughs as well as review of lesson plans. Teachers work with struggling students during independent practice time in a standard direct instruction lesson.

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: 3,120

Our school will provide after school enrichment and in-school as well as night school course recover to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Content area teachers will revisit skills presented in content area classes and provide students with additional practice using grade level resources. Students who have failed core courses will have an opportunity to recover this credit during the school day as well as in an after school program with support on a space available basis, prioritized by graduation status.

Strategy Rationale

History has shown that it is difficult to get students to attend weekend remediation efforts. Having multiple after school remediation opportunities allows students to remain on campus with transportation provided by the activity bus. Additionally, seniors and juniors who still need to recover credits can work on credit recovery during the regular school day as an "elective" by working with online credit recovery programs under supervision/support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Paul, Eric, paule@duvalschools.org

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

Curriculum Guide Assessments (administered in Content Area classes) and informal teacher assessments will be used to monitor the progression of students participating in our after school enrichment programs. Also, the successful recovery of course credit by students will be tracked for effectiveness of the credit recovery program.

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

Incoming freshmen are supported through the integration of City Year, who help provide attendance, academic and behavior support for target students who have shown difficulty in these areas in their middle school years. In addition, EWHs has created a "freshman center" by clustering all 9th grade core classes in one stand alone building. This allows for more monitoring and support of incoming freshman, complete with a dedicated dean of students and student services office. Graduating students are supported by both a Graduation Coach and two guidance counselors who track student progress toward graduation requirements, communicate with and coordinate college visits and information, and provide students and parents with resources to assist with the transition to post secondary education, the military and/or the work force.

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 with the opportunity to elect course progressions and programs that include IB, AP, CTE – Computers/Business, ROTC, and Dual Enrollment. All of the teachers are encouraging the post secondary mindset through providing/posting their personal experiences within their classes; colleges attended/military branches served. Students are able to have conversations beginning at the start of the school year with classroom grade level guidance lessons, individual counseling sessions about all that the school has to offer in order to assist with academic and career planning. Students are also, provided with their scores reports from the PSAT that provide information such as AP Potential as well as, a summary of their skills and answers to provide focus on areas they can improve. Students are able to participate in school wide college fairs and financial aid night to receive information of options of their post secondary readiness options.

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

Our school utilizes a variety of programs to expose students to post secondary education or career opportunities. Students are provided with the opportunities to take courses that focus on college and career readiness through IB, AP, CTE, ROTC, and Dual Enrollment. Each of these academic and career programs have variety within them so that students are able to focus on their interests with the courses. Students are then able to see which academic or career paths best suit their focus on the post secondary level. Students provide feedback on the courses to be taken through guidance and course request forms.

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

The school data results from the High School Feedback Report are reviewed to determine the previous school year's level of achievement and establish the goals for the next school year. Student scheduling is strategic to provide students with a schedule that maximizes their opportunity to meet their goals for post secondary readiness. All students who entered as a 9th grade student for the 2013-2014 are enrolled in the freshmen transition course that focuses on success plans while in high school as well as, preparing for post secondary readiness. Access to taking the PSAT has been increased, with the goal of all 10th graders to take the exam. The advertisement and publicity of information regarding the ACT/SAT examination sessions and fee waivers has been increased through the efforts of our graduation coach. Students are provided with opportunities to take PERT exam which serves as a measurement of their college readiness levels in Reading, Math, and Writing. Students in the 11th and 12th grades are provided with opportunity to take the ACT/SAT Prep during the school year to provide a source of immediate exposure and preparation for the college readiness assessments.

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 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.** Increase the level of rigor in instructional delivery by ensuring that student work fully aligns with the standards being taught.
- G2.** Provide students multiple opportunities to take ownership of their learning and academically collaborate with their peers during instruction.
- G3.** Teachers will increase student engagement in learning by involving the students more during instruction and making the instruction more interactive.
- G4.** Provide multiple and varied ways for students to demonstrate understanding of the content.

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. Increase the level of rigor in instructional delivery by ensuring that student work fully aligns with the standards being taught. 1a

G041513

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Academic Coaches - intensive coaching cycle based on tiered teacher needs, modeling of student work protocols to help teachers understand importance planning for rigorous student work.
- Professional Development during Common Planning and Early Release days focused on planning around the full standard and unpacking the standards to understand the complexity of those standards.
- Common Planning - build lessons to level of rigor needed for student achievement, allows for peers to questions and develop lessons that address the rigor of the standard.

Targeted Barriers to Achieving the Goal 3

- Teacher content knowledge or inability to address all facets of the standard.
- Teachers not using data to drive instruction, and subsequently not differentiating instruction to the level of rigor necessary.
- Students lack of prior knowledge or prerequisite skills may make the level of rigor required very difficult for many students.

Plan to Monitor Progress Toward G1. 8

Through daily administrative and academic coach classroom walk throughs and observations, we should see and increase in the number of teachers and classrooms that have fully aligned student work expectations.

Person Responsible

Eric Paul

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Student data (District Assessments), Lesson Plans, Administration -Teacher data chats, week administrator meeting data for classroom walk throughs

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Provide students multiple opportunities to take ownership of their learning and academically collaborate with their peers during instruction. 1a

G041514

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	54.0
Bio I EOC Pass	60.0
ELA/Reading Gains	60.0
Math Gains	69.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Academic Coaches - model lesson that focuses on student led activities
- Professional Development during Common Planning and Early Release days

Targeted Barriers to Achieving the Goal 3

- Teacher comfort and experience with facilitating vs. direct instruction
- Teachers are uncomfortable releasing learning to students
- Students unfamiliar with expectations for student driven learning, accountable student talk

Plan to Monitor Progress Toward G2. 8

weekly classroom walk through data, cga data, student grades and end of year assessments.

Person Responsible

Eric Paul

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, student data, minutes from meetings, agendas

G3. Teachers will increase student engagement in learning by involving the students more during instruction and making the instruction more interactive. 1a

G041516

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Academic Coaches
- Professional Development during Common Planning and Early Release days
- Common Planning - teachers bring ideas and suggestions

Targeted Barriers to Achieving the Goal 3

- Teachers do not have enough time to find activities, resources, or create lessons that will have students engaged in accountable talk
- Teachers are still hesitant to transition to the role of facilitator within their classroom and allow students to take the lead and ownership of their learning.

Plan to Monitor Progress Toward G3. 8

PLC agendas showing "engagement" discussion weekly and classroom walk through data

Person Responsible

Eric Paul

Schedule

Weekly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Administrator-teacher chats, lesson plans

G4. Provide multiple and varied ways for students to demonstrate understanding of the content. 1a

G041517

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Academic Coaches
- Strategies to use for Check for Understanding
- Webb's Depth of Knowledge
- Collaborative Grouping with roles for all students

Targeted Barriers to Achieving the Goal 3

- Teachers not effectively using questioning techniques such as cueing, scaffolding, etc. to determine students' current level of understanding and/or misconceptions.
- Teachers not comfortable with or accustomed to using "exit tickets" or other informal assessments.

Plan to Monitor Progress Toward G4. 8

Classroom walk through data

Person Responsible

Jessica Guthrie

Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Agenda, Sign-in sheets

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. Increase the level of rigor in instructional delivery by ensuring that student work fully aligns with the standards being taught. **1**

 G041513

G1.B1 Teacher content knowledge or inability to address all facets of the standard. **2**

 B100621

G1.B1.S1 Instructional coaches and district support will work with teachers through the use of student work protocols to ensure that what students are being asked to do fully aligns and supports the teaching of that specific standard. **4**

 S141597

Strategy Rationale

Once teachers see the detailed standards, they will be able to discern when student work expectations are not fully meeting the standards.

Action Step 1 **5**

Ensure that reading and math coaches "unpack the standards" through common planning and introduce and teach our teachers the student work protocol. Utilize the student work protocol at least monthly to ensure that it becomes an integral part of the planning process.

Person Responsible

Eric Paul

Schedule

Monthly, from 9/30/2014 to 5/30/2015

Evidence of Completion

Agendas from PLC meetings and student work artifacts/student work protocols

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

Administrator attendance at PLC training and student work protocol training and review.

Person Responsible

Eric Paul

Schedule

Monthly, from 10/31/2014 to 5/30/2015

Evidence of Completion

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

Student performance on CGA's and end of year cumulative tests.

Person Responsible

Eric Paul

Schedule

Quarterly, from 10/31/2014 to 5/30/2015

Evidence of Completion

G1.B2 Teachers not using data to drive instruction, and subsequently not differentiating instruction to the level of rigor necessary. **2**

 B100622

G1.B2.S1 Train staff to use Performance Matters to track data during Common Planning, administrative classroom walk-thoughts will monitor differentiation of instruction and ensure appropriate rigor. **4**

 S127124

Strategy Rationale

Consistent use of data tracking will help teachers to develop groups for teacher-led small groups to provide enrichment or remediation tailored to students' needs.

Action Step 1 **5**

Complete small group training with ELA and Math teachers to ensure understanding of Performance Matters software and schedule monthly check-ins and follow up as needed.

Person Responsible

Jessica Guthrie

Schedule

Monthly, from 9/30/2014 to 5/30/2015

Evidence of Completion

Agendas of training.

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

Administrators and coaches will monitor use of data through lesson plan reviews and PLC data conversations.

Person Responsible

Eric Paul

Schedule

Monthly, from 10/31/2014 to 5/30/2015

Evidence of Completion

PLC agendas, lesson plans

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

Student performance on CGAs and end of year cumulative tests.

Person Responsible

Eric Paul

Schedule

Quarterly, from 10/31/2014 to 5/30/2015

Evidence of Completion

CGA, EOC and FL Standards test data.

G1.B3 Students lack of prior knowledge or prerequisite skills may make the level of rigor required very difficult for many students. 2

 B100623

G1.B3.S1 Ensure that teachers are working vertically with the standards for students who need remediation and support, supporting the same standard at a lower level within the differentiated instructional time. 4

 S111859

Strategy Rationale

Many students will need scaffolding to build their knowledge and skills to the level necessary to tackle and master grade level content.

Action Step 1 5

Through PLC and professional development days, coaches and/or administrators will train teachers on vertical scaffolding of standards, and ensure they are being utilized during small group differentiated instruction through classroom walk through monitoring.

Person Responsible

Eric Paul

Schedule

Monthly, from 9/21/2014 to 5/30/2015

Evidence of Completion

PLC agenda, Coaches Logs, Admin walk through logs.

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

Administrators and coaches, through classroom walk throughs, will monitor the instruction within the small group differentiated instructional time to ensure teachers are scaffolding standards.

Person Responsible

Eric Paul

Schedule

Daily, from 9/30/2014 to 5/30/2015

Evidence of Completion

Classroom walk through logs, administrator meeting notes.

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

Monitor students' performance on CGAs and other cumulative tests.

Person Responsible

Eric Paul

Schedule

Quarterly, from 10/31/2014 to 5/30/2015

Evidence of Completion

Student data

G1.B3.S2 Ensure that teachers are planning for and utilizing more higher order questions within their instruction. 4

 S141979

Strategy Rationale

Increasing the rigor and expectations during student questioning will foster more student led discussion and ownership of their learning, resulting in better understanding of the content.

Action Step 1 5

Train teachers to utilize more higher order questioning by incorporating the questions into lesson planning and utilizing question stems.

Person Responsible

Timothy Durkin

Schedule

Quarterly, from 10/31/2014 to 5/30/2015

Evidence of Completion

PLC and/or PD agenda

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Training will be planned and incorporated into regular PLC meetings by academic coaches and/or administration

Person Responsible

Eric Paul

Schedule

Monthly, from 10/31/2014 to 5/30/2015

Evidence of Completion

PLC agenda

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Classroom walk through data will be used to monitor the effectiveness of this strategy.

Person Responsible

Eric Paul

Schedule

Weekly, from 9/30/2014 to 5/30/2015

Evidence of Completion

CWT weekly data

G2. Provide students multiple opportunities to take ownership of their learning and academically collaborate with their peers during instruction. 1

 G041514

G2.B1 Teacher comfort and experience with facilitating vs. direct instruction 2

 B100624

G2.B1.S1 Provide opportunities for teachers to move toward student led discussions gradually, beginning with modeling of the instructional strategy by coaches or by visiting another teacher's classroom where it is being implemented effectively. 4

 S141605

Strategy Rationale

Many teachers won't be comfortable moving away from traditional teacher led instruction and seeing the strategy in action will give them a sense of comfort and better understanding of the expectations.

Action Step 1 5

Tier teachers based on their current level of comfort and use of student accountable talk strategies in their instruction. Provide those who are under utilizing, or not utilizing, this strategy with direct professional development and follow up to increase the likelihood of incorporation into their daily instruction and planning.

Person Responsible

Eric Paul

Schedule

Monthly, from 9/30/2014 to 5/30/2015

Evidence of Completion

Coaches logs, classroom walk through observations, CAST data

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

Academic coaches will document when they model this strategy with specific teachers.

Person Responsible

Euconfra Corbit

Schedule

Biweekly, from 9/30/2014 to 5/30/2015

Evidence of Completion

Coaches logs

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

Classroom walk throughs will show increased student engagement and CGA's and other assessments will show increased student performance.

Person Responsible

Eric Paul

Schedule

Weekly, from 9/30/2014 to 5/30/2015

Evidence of Completion

Weekly CWT data, CGA data, student grades, end of year test data

G2.B2 Teachers are uncomfortable releasing learning to students 2

B100625

G2.B2.S1 During planning, have teacher included and look for opportunities to incorporate initial aspects of student accountable talk, such as turn and talks, and note them in their plans as reminders during instruction. 4

S141606

Strategy Rationale

Often, if teachers are not reminded and plan for opportunities to try new strategies directly, they will simply revert back to their level of comfort.

Action Step 1 5

Administrators and academic coaches should routinely check lesson plans for explicit planning around student accountable talk and ownership of learning.

Person Responsible

Eric Paul

Schedule

Monthly, from 10/1/2014 to 5/30/2015

Evidence of Completion

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

Weekly administrator and coaches meeting will have a standing agenda item surrounding the frequency of student accountable talk during our collective weekly classroom walk throughs.

Person Responsible

Eric Paul

Schedule

On 5/30/2015

Evidence of Completion

Meeting notes and specific teacher follow up based on walk throughs.

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

CGA's and other classroom assessments will be monitored for improvement of student learning.

Person Responsible

Eric Paul

Schedule

On 5/30/2015

Evidence of Completion

Student grades, CGA performance, end of year test performance (i.e. EOC, FL standards test)

G2.B3 Students unfamiliar with expectations for student driven learning, accountable student talk 2

 B100626

G2.B3.S1 Establish routines and expectations for students prior to utilizing the various student accountable talk strategies to ensure compliance and effectiveness of the activities. 4

 S111860

Strategy Rationale

Employing a new strategy for learning (student accountable talk) requires explicit instruction regarding the students' behavioral expectations during the activity.

Action Step 1 5

Model lesson that focuses on Gradual Release and incorporating Differentiated Instruction

Person Responsible

Euconfra Corbit

Schedule

Monthly, from 10/1/2014 to 5/30/2015

Evidence of Completion

Coach's log, Agenda, Sign-in sheets

Action Step 2 5

Monitor lesson plans to ensure teachers are planning for opportunities to utilize student accountable talk

Person Responsible

Monica Leverette

Schedule

Monthly, from 10/1/2014 to 5/30/2015

Evidence of Completion

Coaches log, agenda

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

Lesson plans that note discussion of routines and expectations for accountable student talk.

Person Responsible

Timothy Durkin

Schedule

Monthly, from 10/1/2014 to 5/30/2015

Evidence of Completion

Administration - Teacher conference, Lesson plans

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

Through classroom walk throughs, academic coaches and administration will look for routines and "comfort level" of students and teachers regarding student led discussions and accountable talk.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/31/2014 to 5/30/2015

Evidence of Completion

Administration - Teacher conference, evaluation forms, weekly admin. meeting notes, classroom walk through data

G3. Teachers will increase student engagement in learning by involving the students more during instruction and making the instruction more interactive. 1

G041516

G3.B1 Teachers do not have enough time to find activities, resources, or create lessons that will have students engaged in accountable talk 2

B100630

G3.B1.S1 Participation in common planning with an added emphasis on developing lessons that focus on opportunities for student engagement. 4

S141987

Strategy Rationale

Having an engagement focus will help teachers make instructional planning decisions that will lead to better student engagement.

Action Step 1 5

Administration and/or academic coaches will build an "engagement" discussion into each PLC

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

PLC agenda

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will monitor the fidelity of the "engagement" discussion through attendance at the PLCs.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Through weekly administrative and coaches classroom walk throughs, we should see and increase in "fully engaged" classrooms.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

G3.B2 Teachers are still hesitant to transition to the role of facilitator within their classroom and allow students to take the lead and ownership of their learning. 2

 B100632

G3.B2.S1 Address opportunities for students accountable talk through lesson planning at a minimum of two times during the lesson, predetermined at first, until a level of comfort is established. 4

 S141990

Strategy Rationale

Having the times already established before the lesson begins will allow the teachers to be more comfortable and have pre-planned for the discussion and possible outcomes/questions.

Action Step 1 5

Through PLCs, establish the minimum expectation for student accountable talk with all teachers.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

PLC agendas and teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor PLC agenda and administrator attendance and participation in the PLC to ensure the expectation is understood.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

PLC agenda and lesson plan checks

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom walk through data will be shared weekly to determine the increase in the amount of student accountable talk throughout all classrooms.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

G4. Provide multiple and varied ways for students to demonstrate understanding of the content. 1

G041517

G4.B1 Teachers not effectively using questioning techniques such as cueing, scaffolding, etc. to determine students' current level of understanding and/or misconceptions. 2

B100639

G4.B1.S1 Provide professional development on questioning techniques through PD days and/or PLC's.

4

S141991

Strategy Rationale

If teachers expand their knowledge and skills surrounding questioning, they are more likely to utilize them during instruction to allow for students to show their understanding of the content.

Action Step 1 5

Provide PD for all teachers on PD day regarding questioning techniques.

Person Responsible

Jessica Guthrie

Schedule

On 11/5/2014

Evidence of Completion

PD agenda

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PD attendance and participation will be monitored

Person Responsible

Eric Paul

Schedule

On 11/5/2014

Evidence of Completion

PD agenda and attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PD attendance and participation will be monitored

Person Responsible

Eric Paul

Schedule

On 11/5/2014

Evidence of Completion

PD agenda and attendance

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Through classroom walk through visits, the administrative team and academic coaches will see and increase in the variety and rigor of student questioning, resulting in the demonstration of understanding.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/31/2014 to 5/30/2015

Evidence of Completion

Walk through data

G4.B2 Teachers not comfortable with or accustomed to using "exit tickets" or other informal assessments.

2

 B100640

G4.B2.S1 Give teachers a variety of informal assessment examples and ideas that they can use to check for understanding. 4

 S111865

Strategy Rationale

If teachers have more strategies for checking for student understanding of content, they are more likely to use them.

Action Step 1 5

Through PLC's, have academic coaches and/or administration provide and discuss a variety of ways to check for student understanding of content.

Person Responsible

Eric Paul

Schedule

Monthly, from 10/1/2014 to 5/30/2015

Evidence of Completion

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

Schedule initial information sharing through PLC's and monitor with agenda. Look at classroom walk through data and note checks for understanding.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

PLC agendas, classroom walk through data

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

Through classroom observations, data should show an increase and consistent use of informal assessments throughout instruction.

Person Responsible

Eric Paul

Schedule

Weekly, from 9/30/2014 to 5/30/2015

Evidence of Completion

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.B3.S1.A1	Through PLC and professional development days, coaches and/or administrators will train teachers on vertical scaffolding of standards, and ensure they are being utilized during small group differentiated instruction through classroom walk through monitoring.	Paul, Eric	9/21/2014	PLC agenda, Coaches Logs, Admin walk through logs.	5/30/2015 monthly
G2.B3.S1.A1	Model lesson that focuses on Gradual Release and incorporating Differentiated Instruction	Corbit, Euconfra	10/1/2014	Coach's log, Agenda, Sign-in sheets	5/30/2015 monthly
G1.B1.S1.A1	Ensure that reading and math coaches "unpack the standards" through common planning and introduce and teach our teachers the student work protocol. Utilize the student work protocol at least monthly to ensure that it becomes an integral part of the planning process.	Paul, Eric	9/30/2014	Agendas from PLC meetings and student work artifacts/student work protocols	5/30/2015 monthly
G1.B2.S1.A1	Complete small group training with ELA and Math teachers to ensure understanding of Performance Matters software and schedule monthly check-ins and follow up as needed.	Guthrie, Jessica	9/30/2014	Agendas of training.	5/30/2015 monthly
G2.B1.S1.A1	Tier teachers based on their current level of comfort and use of student accountable talk strategies in their instruction. Provide those who are under utilizing, or not utilizing, this strategy with direct professional development and follow up to increase the likelihood of incorporation into their daily instruction and planning.	Paul, Eric	9/30/2014	Coaches logs, classroom walk through observations, CAST data	5/30/2015 monthly
G2.B2.S1.A1	Administrators and academic coaches should routinely check lesson plans for explicit planning around student accountable talk and ownership of learning.	Paul, Eric	10/1/2014		5/30/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	Train teachers to utilize more higher order questioning by incorporating the questions into lesson planning and utilizing question stems.	Durkin, Timothy	10/31/2014	PLC and/or PD agenda	5/30/2015 quarterly
G3.B1.S1.A1	Administration and/or academic coaches will build an "engagement" discussion into each PLC	Paul, Eric	10/1/2014	PLC agenda	5/30/2015 weekly
G3.B2.S1.A1	Through PLCs, establish the minimum expectation for student accountable talk with all teachers.	Paul, Eric	10/1/2014	PLC agendas and teacher lesson plans.	5/30/2015 weekly
G4.B1.S1.A1	Provide PD for all teachers on PD day regarding questioning techniques.	Guthrie, Jessica	11/5/2014	PD agenda	11/5/2014 one-time
G4.B2.S1.A1	Through PLC's, have academic coaches and/or administration provide and discuss a variety of ways to check for student understanding of content.	Paul, Eric	10/1/2014		5/30/2015 monthly
G2.B3.S1.A2	Monitor lesson plans to ensure teachers are planning for opportunities to utilize student accountable talk	Leverette, Monica	10/1/2014	Coaches log, agenda	5/30/2015 monthly
G1.MA1	Through daily administrative and academic coach classroom walk throughs and observations, we should see and increase in the number of teachers and classrooms that have fully aligned student work expectations.	Paul, Eric	9/11/2014	Student data (District Assessments), Lesson Plans, Administration -Teacher data chats, week administrator meeting data for classroom walk throughs	5/29/2015 weekly
G1.MA2	[no content entered]			one-time	
G1.B3.S1.MA1	Monitor students' performance on CGAs and other cumulative tests.	Paul, Eric	10/31/2014	Student data	5/30/2015 quarterly
G1.B3.S1.MA1	Administrators and coaches, through classroom walk throughs, will monitor the instruction within the small group differentiated instructional time to ensure teachers are scaffolding standards.	Paul, Eric	9/30/2014	Classroom walk through logs, administrator meeting notes.	5/30/2015 daily
G1.B2.S1.MA1	Student performance on CGAs and end of year cumulative tests.	Paul, Eric	10/31/2014	CGA, EOC and FL Standards test data.	5/30/2015 quarterly
G1.B2.S1.MA1	Administrators and coaches will monitor use of data through lesson plan reviews and PLC data conversations.	Paul, Eric	10/31/2014	PLC agendas, lesson plans	5/30/2015 monthly
G1.B1.S1.MA1	Student performance on CGA's and end of year cumulative tests.	Paul, Eric	10/31/2014		5/30/2015 quarterly
G1.B1.S1.MA1	Administrator attendance at PLC training and student work protocol training and review.	Paul, Eric	10/31/2014		5/30/2015 monthly
G1.B3.S2.MA1	Classroom walk through data will be used to monitor the effectiveness of this strategy.	Paul, Eric	9/30/2014	CWT weekly data	5/30/2015 weekly
G1.B3.S2.MA1	Training will be planned and incorporated into regular PLC meetings by academic coaches and/or administration	Paul, Eric	10/31/2014	PLC agenda	5/30/2015 monthly
G2.MA1	weekly classroom walk through data, cga data, student grades and end of year assessments.	Paul, Eric	9/11/2014	Lesson Plans, student data, minutes from meetings, agendas	5/29/2015 weekly
G2.B3.S1.MA1	Through classroom walk throughs, academic coaches and administration will look for routines and "comfort level" of students and teachers regarding student led discussions and accountable talk.	Paul, Eric	10/31/2014	Administration - Teacher conference, evaluation forms, weekly admin. meeting notes, classroom walk through data	5/30/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Lesson plans that note discussion of routines and expectations for accountable student talk.	Durkin, Timothy	10/1/2014	Administration - Teacher conference, Lesson plans	5/30/2015 monthly
G2.B1.S1.MA1	Classroom walk throughs will show increased student engagement and CGA's and other assessments will show increased student performance.	Paul, Eric	9/30/2014	Weekly CWT data, CGA data, student grades, end of year test data	5/30/2015 weekly
G2.B1.S1.MA1	Academic coaches will document when they model this strategy with specific teachers.	Corbit, Euconfra	9/30/2014	Coaches logs	5/30/2015 biweekly
G2.B2.S1.MA1	CGA's and other classroom assessments will be monitored for improvement of student learning.	Paul, Eric	10/1/2014	Student grades, CGA performance, end of year test performance (i.e. EOC, FL standards test)	5/30/2015 one-time
G2.B2.S1.MA1	Weekly administrator and coaches meeting will have a standing agenda item surrounding the frequency of student accountable talk during our collective weekly classroom walk throughs.	Paul, Eric	10/1/2014	Meeting notes and specific teacher follow up based on walk throughs.	5/30/2015 one-time
G3.MA1	PLC agendas showing "engagement" discussion weekly and classroom walk through data	Paul, Eric	10/31/2014	Administrator-teacher chats, lesson plans	5/29/2015 weekly
G3.B1.S1.MA1	Through weekly administrative and coaches classroom walk throughs, we should see and increase in "fully engaged" classrooms.	Paul, Eric	10/1/2014		5/30/2015 weekly
G3.B1.S1.MA1	Administration will monitor the fidelity of the "engagement" discussion through attendance at the PLCs.	Paul, Eric	10/1/2014		5/30/2015 weekly
G3.B2.S1.MA1	Classroom walk through data will be shared weekly to determine the increase in the amount of student accountable talk throughout all classrooms.	Paul, Eric	10/1/2014		5/30/2015 weekly
G3.B2.S1.MA1	Monitor PLC agenda and administrator attendance and participation in the PLC to ensure the expectation is understood.	Paul, Eric	10/1/2014	PLC agenda and lesson plan checks	5/30/2015 weekly
G4.MA1	Classroom walk through data	Guthrie, Jessica	9/30/2014	Agenda, Sign-in sheets	5/29/2015 weekly
G4.B2.S1.MA1	Through classroom observations, data should show an increase and consistent use of informal assessments throughout instruction.	Paul, Eric	9/30/2014		5/30/2015 weekly
G4.B2.S1.MA1	Schedule initial information sharing through PLC's and monitor with agenda. Look at classroom walk through data and note checks for understanding.	Paul, Eric	10/1/2014	PLC agendas, classroom walk through data	5/30/2015 weekly
G4.B1.S1.MA1	Through classroom walk through visits, the administrative team and academic coaches will see and increase in the variety and rigor of student questioning, resulting in the demonstration of understanding.	Paul, Eric	10/31/2014	Walk through data	5/30/2015 weekly
G4.B1.S1.MA1	PD attendance and participation will be monitored	Paul, Eric	11/5/2014	PD agenda and attendance	11/5/2014 one-time
G4.B1.S1.MA1	PD attendance and participation will be monitored	Paul, Eric	11/5/2014	PD agenda and attendance	11/5/2014 one-time

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.

G1. Increase the level of rigor in instructional delivery by ensuring that student work fully aligns with the standards being taught.

G1.B3 Students lack of prior knowledge or prerequisite skills may make the level of rigor required very difficult for many students.

G1.B3.S1 Ensure that teachers are working vertically with the standards for students who need remediation and support, supporting the same standard at a lower level within the differentiated instructional time.

PD Opportunity 1

Through PLC and professional development days, coaches and/or administrators will train teachers on vertical scaffolding of standards, and ensure they are being utilized during small group differentiated instruction through classroom walk through monitoring.

Facilitator

Academic Coach, Assistant Principal

Participants

Tiered teachers in the Intensive Coaching cycle

Schedule

Monthly, from 9/21/2014 to 5/30/2015

G1.B3.S2 Ensure that teachers are planning for and utilizing more higher order questions within their instruction.

PD Opportunity 1

Train teachers to utilize more higher order questioning by incorporating the questions into lesson planning and utilizing question stems.

Facilitator

Academic coaches, administrators, dept. chairs

Participants

all teachers

Schedule

Quarterly, from 10/31/2014 to 5/30/2015

G2. Provide students multiple opportunities to take ownership of their learning and academically collaborate with their peers during instruction.

G2.B1 Teacher comfort and experience with facilitating vs. direct instruction

G2.B1.S1 Provide opportunities for teachers to move toward student led discussions gradually, beginning with modeling of the instructional strategy by coaches or by visiting another teacher's classroom where it is being implemented effectively.

PD Opportunity 1

Tier teachers based on their current level of comfort and use of student accountable talk strategies in their instruction. Provide those who are under utilizing, or not utilizing, this strategy with direct professional development and follow up to increase the likelihood of incorporation into their daily instruction and planning.

Facilitator

Academic Coaches, assistant principals, principal, district support personnel

Participants

All instructional staff, broken down and tiered by department

Schedule

Monthly, from 9/30/2014 to 5/30/2015

G2.B3 Students unfamiliar with expectations for student driven learning, accountable student talk

G2.B3.S1 Establish routines and expectations for students prior to utilizing the various student accountable talk strategies to ensure compliance and effectiveness of the activities.

PD Opportunity 1

Model lesson that focuses on Gradual Release and incorporating Differentiated Instruction

Facilitator

Academic Coaches, Assistant Principals

Participants

Teachers tiered for support

Schedule

Monthly, from 10/1/2014 to 5/30/2015

G4. Provide multiple and varied ways for students to demonstrate understanding of the content.

G4.B1 Teachers not effectively using questioning techniques such as cueing, scaffolding, etc. to determine students' current level of understanding and/or misconceptions.

G4.B1.S1 Provide professional development on questioning techniques through PD days and/or PLC's.

PD Opportunity 1

Provide PD for all teachers on PD day regarding questioning techniques.

Facilitator

Administration and/or academic coaches

Participants

all teachers

Schedule

On 11/5/2014

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 2: Provide students multiple opportunities to take ownership of their learning and academically collaborate with their peers during instruction.	2,000
Grand Total	2,000

Goal 2: Provide students multiple opportunities to take ownership of their learning and academically collaborate with their peers during instruction.		
Description	Source	Total
B1.S1.A1 - Subs for in school TDEs to observe other teachers	Title I Part A	2,000
Total Goal 2		2,000