

# Q.I. Roberts Jr. Sr. High School



2014-15 School Improvement Plan

## Q.I. Roberts Jr. Sr. High School

901 STATE ROAD 100, Florahome, FL 32140

qir.putnamschools.org

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

71%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

16%

### School Grades History

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

### School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

### 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Q.I. Roberts Jr.-Sr. High School is dedicated to providing high quality educational opportunities for all students through collaborative structures that positively impact student achievement. Highly qualified instructional personnel use prescriptive strategies to ensure student engagement, and stakeholders work collaboratively to create a respectful, positive learning environment where decisions are made in the best interest of students. The expectation is excellence in education.

##### **Provide the school's vision statement**

Q.I. Roberts Jr.-Sr. High School will orient, educate, and graduate every student fully prepared for successful entry to and completion of a post-secondary education.

#### School Environment

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

Fostering positive student-teacher relationships is a major focus at Q.I. Roberts Jr.-Sr. High School. Positive relationships between students and teachers is build upon a culture of respect and ethical behaviors. A specific monthly character commitment is emphasized schoolwide each month. The school administration writes and delivers a personalized character message to all faculty and staff on the character commitment each morning in the gym and cafeteria. All students and staff participate in this daily event. Students and staff often come to the podium in the mornings to share reflections on the character commitment with the school body. A weekly student of the week is also highlighted in the mornings as well as students earning points through the token economy system established at the school. Teachers continue fostering positive relationships with students in their classroom through classroom structures that include posted vines of kindness in each classroom, a positive student recognition board in each classroom, and teacher-specific token economy rewards. In addition, teachers participate in professional development at the school geared towards building positive relationships with students through cultural understanding and mutual respect.

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

Q. I. Roberts Jr.-Sr. High School maintains a safe, respectful culture before, during, and after school. An emphasis on the monthly character commitment facilitates this culture. Though student behavior incidents are rare at the school, student and teacher concerns regarding behavior are dealt with quickly and thoroughly. Reports of bullying or other incidents are taken seriously, and students are encouraged to tell adults about situations that need to be addressed.

##### **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**

A clear behavior MTSS procedure is in place at the school that involves all stakeholders. Protocols are in place to address disciplinary incidents and behavior expectations and all school personnel are trained on the protocols to ensure that the procedures are followed consistently. Teachers are trained



on how to conduct parent conferences and phone calls and are encouraged to involve the students' families at all phases of the behavior process. An MTSS Coordinator, Susan Collins, oversees the process at the school. A Dean, Lamar Purifoy, assists her when needed in order to follow through with protocol enforcement.

**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**

A team of personnel are in place to ensure that the social-emotional needs of students are being met. The team includes administration, a guidance counselor, a dean, a Cambridge Coordinator, and a reading coach. Along with the teachers and support personnel, these people meet regularly at MTSS meetings to discuss student needs and establish procedures to address student needs. Students are placed with one-on-one counseling opportunities with a faculty mentor when needed. Students are also placed on a daily or weekly check-in program with a faculty mentor when needed. The school personnel work closely with parents and members of the community to support student needs that vary from helping students get glasses to connecting students with counseling services.

**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**

Under the umbrella of MTSS policies established for Q.I. Roberts Jr.-Sr. High School, several items are monitored as early warning indicators. These indicators include student attendance below 90%, suspensions, course failure, and a level one on 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
	7	8	10	
Attendance below 90 percent	0	2	1	3
One or more suspensions	1	1	0	2
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	34	0	34

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

Indicator	Grade Level		Total
	8		
Students exhibiting two or more indicators	1		1

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

Students with truancy issues are monitored by both the school MTSS Coordinator, Susan Collins, and the school Dean, Lamar Purifoy. These individuals run weekly attendance reports to monitor student attendance. Letters are sent home to parents and phone calls are placed when needed to inform

parents about truancy issues. Face-to-face meetings occur when the truancy issues continue. In situations of continued concern, a district truancy officer visits student homes and enacts procedures with the court system. Students who receive a suspension are placed on Cambridge contracts. A meeting is held with the parents and all teachers when a student is placed on a contract and followup monitoring activities are scheduled. Students failing a course are immediately placed in Quest for Success, a remediation club, where they receive tutoring and standards remediation. Students are required to redo assignments and assessments until standards mastery is achieved. Students scoring a level 1 on state assessments are placed in intensive academic classes. A Read 180 curriculum is used for Intensive Reading instruction. Student progress on the curriculum and periodic assessments is clearly monitored.

## 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**

The first target is to increase the number of parents on the PTO and SAC teams. The second target is to increasing the availability of information related to the opportunities at QIR to inform parents and allow them to partner more actively with the school. Increasing parental involvement in all facets of the school environment will foster each student's academic success. Parent nights will be held. Cambridge information sessions will be held. PTO and SAC meetings will be held at least quarterly.

**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**

Partnerships with the local community are supported through the school PTO and SAC committee. Parents and community members are encouraged to join these committees to support the school and student achievement. The school grant writing committee and Cambridge coordinator also conduct outreach events with community businesses to ask for donations and other support for the school. Personnel from various businesses are also encouraged to participate in curriculum events and serve as guest speakers in areas of expertise that relate to specific curriculum areas.

## 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
Coleman, Melissa	Principal

## Duties

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

Susan Collins- MTSS Coordinator-ensures compliance with MTSS procedures, trains teachers, coordinates with ESE and MTSS office

Lamar Purifoy- discipline contact for teachers, students, and parents, monitors compliance with code of conduct, ensures teachers/instructional assistants call parents when an incident occurs

Bryan Helms- participates in MTSS meetings when needed

Kristin Carroll- provides data to all MTSS members, attends meetings, writes progress monitoring plan for all level 1 students, oversees MTSS meetings on plan progress

Michele Boyd- files MTSS paperwork in the file room

School Psychologist- assists with implementing MTSS strategies

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

The leadership team meets every other Tuesday to monitor MTSS and SIP structures that address effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. The leadership team also meets quarterly for curriculum reviews to set and modify instructional goals. The team meets with all teachers twice a month to review instructional strategies that focus on data-driven instruction and rigor.

Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes school principals and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher

and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kelsey Wendell	Student
Heidi Zook	Student
Sherri Zook	Parent
Karl Wendell	Parent
Amy Gullett	Business/Community
Sarah Cumbus	Education Support Employee
Jana Wilhite	Teacher
Dr. Melissa Coleman	Principal
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC participated in evaluating last year's school improvement plan.

*Development of this school improvement plan*

The SAC participated in the development of the plan and will review it for final approval.

*Preparation of the school's annual budget and plan*

The SAC participates in preparing and reviewing the school's annual budget and plan.

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

No funds are available

**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
Coleman, Melissa	Principal

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Our major initiatives this year include creating a reading structure within the cycle of effective instruction that is designed to target each of the following aspects of reading instruction: Listening, Reading, Talking, and Writing about what you read. Other initiatives include coaching teachers in the use of Best Practices and conducting book studies regarding writing higher order thinking questions.

## 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**

Collaborative planning sessions are scheduled daily for teachers. PLCs are run by department with a department chair named for each department. Each PLC meets weekly to design lesson plans, write assessments, study standards, and work on instructional initiatives. The Department Chairs also serve on a leadership team that meets every other Tuesday after school to develop leadership strategies and discuss instructional initiatives. The entire faculty meets every other week for whole-school PLCs to perfect instructional techniques and collaborate on instructional strategies.

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

The Principal will recruit Highly Qualified Teachers from the Job Fair, Florida Teach-In, and area universities.

The Principal and Assistant Principal will disseminate information on effective strategies for improving teacher quality of instruction. The Assistant Principal and Instructional Coach will lead instructional meetings with new teachers once a month.

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

The Assistant Principal and Instructional Coach will lead instructional meetings with new teachers once a month. All teachers will meet with the Principal to discuss instructional strategies every other Tuesday. Each mentee has a mentor who is experienced in a similar discipline and/or grade level. Mentors and mentees will meet regularly to monitor new teacher progress on instructional and management goals. Q.I. Roberts Jr.-Sr. High School's Mentoring Model involves a cycle of mentoring to increase site capacity for new teacher mentors, developing new mentors from the base of "most promising" new teachers, and retaining highly qualified, ethnically diverse professionals. It includes on-site CET training, a "buddy" component for collegial support, subject area teams for curricular support, and departmental support through professional learning communities.

## 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 core instructional programs at Q.I. Roberts Jr.-Sr. High School are aligned to Florida's standards. All teachers receive training on how to access the standards and use the standards in lesson planning. Pacing guides and lesson plans are carefully review by administrators at the school in order to ensure alignment to Florida standards.

#### 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 carefully collect and study student data related to standards mastery for the purpose of planning instruction. Attention is paid to what elements of a particular standard students are mastering or not mastering. An extensive remediation plan is in place at the school, both at the classroom and whole-school level. Students having difficulty attaining proficiency or advanced levels on state assessments are enrolled in the school Quest for Success remediation and tutoring program. Teachers also remediate in the classroom, requiring that students be tutored and redo assignments until mastery is attained.

***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 Day

**Minutes added to school year:** 216

Students at Q.I. Roberts Jr.-Sr. High School are encouraged to attend after school tutoring and remediation.

#### ***Strategy Rationale***

#### ***Strategy Purpose(s)***

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### ***Person(s) responsible for monitoring implementation of the strategy***

Coleman, Melissa, mcoleman@my.putnamschools.org

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

Students are encouraged to attend a remediation and tutoring program in place 8 hours/week after school. The program is facilitated by Mr. Hartley. Student grades are carefully monitored before, during, and after participation in the remediation and tutoring 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***

All students at Q.I. Roberts Jr.-Sr. High School are required to take college-level Cambridge classes. These classes help prepare students for successful entry to and completion of postsecondary education. Students are also taken on college visits yearly and meet with college counselors yearly to ensure a smooth transition from high school to the university.

## 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***

Academic and career planning is spearheaded through the guidance and administrative departments at Q.I. Roberts Jr.-Sr. High School. Aspects of academic and career planning involve guest speakers in area careers, internship experiences starting at the end of the 10th grade year, and student information sessions on career planning, college scholarships, and goal-setting. Career Academy teachers such as the Agriculture teacher investigate many models for developing a high functioning, current curriculum. Cambridge nights inform parents and students regarding academic opportunities. Counselors within each Small Learning Community also engage students in academic and career planning.

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

The Cambridge curriculum, the curriculum delivered in every high school class at Q.I Roberts Jr.-Sr. High School, places a strong emphasis on cross-curricular integration and providing students with real-world applications. Teachers are trained in the Cambridge curriculum and professional development meetings are held twice monthly to further reinforce the training.

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

The leadership team will analyze aspects of the High School Feedback Report at their twice monthly meetings. At parent nights and during parent individual meetings with members of the school leadership team, parents will be provided with information regarding the PSAT, SAT/ACT, Cambridge options, and Bright Futures information. Student course completion and progress will be carefully monitored in the guidance office. Students who are not on-track to graduate with their peers will be enrolled in Odyssey remediation courses.

### ***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***

All students at Q.I. Roberts Jr.-Sr. High School are required to take college-level Cambridge classes. These classes help prepare students for successful entry to and completion of postsecondary education. Students are also taken on college visits yearly and meet with college counselors yearly to ensure a smooth transition from high school to the university.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers increase Tier I higher order student questioning aligned to course standards in all content areas, teacher observation scores in DQ2 and DQ3 will improve from an average score of 2.75 to an average score of 3.0 by the end of the 2014-2015 school year, thereby increasing student achievement.
- G2.** If Q.I. Roberts Jr.-Sr. High School implements the district's multi tier system of supports (MTSS) framework, aligning programs and resources to meet the academic and behavioral needs of all students, 100% of students at Q.I. Roberts Jr.-Sr. High School will receive passing grades in all core academic courses.

## 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.** If teachers increase Tier I higher order student questioning aligned to course standards in all content areas, teacher observation scores in DQ2 and DQ3 will improve from an average score of 2.75 to an average score of 3.0 by the end of the 2014-2015 school year, thereby increasing student achievement.

1a

G058730

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Teachers	100.0
FSA - English Language Arts - Proficiency Rate	39.0

**Resources Available to Support the Goal** 2

- Resources include PLC norms, a PLC schedule, Cambridge and Florida standards, textbook and curriculum resources, professional development materials, the Marzano evaluation, FAIR assessments, a professional development team, technology, a professional development room, common planning time, teacher buy-in, and a strong school culture.

**Targeted Barriers to Achieving the Goal** 3

- There is currently not enough time during the school day devoted to training teachers on how to cooperatively write and deliver rigorous questions aligned to Florida State and/or Cambridge International standards.

**Plan to Monitor Progress Toward G1.** 8

The average proficiency scores in the areas of DQ2 and DQ3 will increase from an average score of 2.75 to a score of 3.0 based on a 4.0 scale by the end of the 2014-2015 school year.

**Person Responsible**

Melissa Coleman


**Schedule**

Quarterly, from 9/16/2014 to 4/2/2015

**Evidence of Completion**

Data report, leadership team agenda, teacher observations

**G2.** If Q.I. Roberts Jr.-Sr. High School implements the district's multi tier system of supports (MTSS) framework, aligning programs and resources to meet the academic and behavioral needs of all students, 100% of students at Q.I. Roberts Jr.-Sr. High School will receive passing grades in all core academic courses. **1a**

 G058731

**Targets Supported** **1b**

Indicator	Annual Target
2+ Course Failures - Middle Grades	0.0

**Resources Available to Support the Goal** **2**

- The resources include a schoolwide remediation plan, meeting norms, forms to guide MTSS meetings, time to train teachers on MTSS protocols, time for MTSS meetings, student academic and behavior interventions, and a monitoring process.

**Targeted Barriers to Achieving the Goal** **3**

- The barriers include lack of understanding regarding implementing a schoolwide remediation plan and forms to guide the process, lack of time to train teachers on MTSS protocols, lack of time for MTSS meetings, the absence of adequate academic and behavior interventions, and the lack of a monitoring process.

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

Student grades will be monitored before, during, and after participation in the Q.I. Roberts Jr.-Sr. High School MTSS process.

**Person Responsible**

Melissa Coleman

**Schedule**

Daily, from 8/11/2014 to 6/12/2015

**Evidence of Completion**

Evidence includes student grades and meeting notes.

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If teachers increase Tier I higher order student questioning aligned to course standards in all content areas, teacher observation scores in DQ2 and DQ3 will improve from an average score of 2.75 to an average score of 3.0 by the end of the 2014-2015 school year, thereby increasing student achievement. **1**

 G058730

**G1.B1** There is currently not enough time during the school day devoted to training teachers on how to cooperatively write and deliver rigorous questions aligned to Florida State and/or Cambridge International standards. **2**

 B149496

**G1.B1.S1** Establish a structure to devote time to train teachers on how to cooperatively write and deliver rigorous questions aligned to Florida State and/or Cambridge International standards. **4**

 S161358

### Strategy Rationale

Teachers need time to learn new standards, unpack the standards, create new materials, understand DQ2 and DQ3, learn how to write rigorous questions, and write the rigorous questions aligned to the standards.

### Action Step 1 **5**

The currently established professional development team will develop a professional development calendar, gather resources, and create professional development materials focused on delivering rigorous questions across all content areas aligned to Florida standards and/or Cambridge International standards.

#### Person Responsible

Kristin Carroll

#### Schedule

Monthly, from 6/2/2014 to 5/13/2015

#### Evidence of Completion

The evidence includes a PLC schedule and a professional development binder of resources.

### Action Step 2 5

Faculty instructional PLCs will provide professional development on skills necessary to cooperatively write and deliver rigorous questions across all content areas aligned to common core and/or Cambridge International standards.

#### **Person Responsible**

Melissa Coleman

#### **Schedule**

Weekly, from 8/26/2014 to 6/2/2015

#### **Evidence of Completion**

The evidence includes a PLC schedule, PLC minutes, PLC sign-in, and faculty instructional warmup and closure questions.

### Action Step 3 5

The administrative team will monitor teacher delivery of rigorous questioning aligned to Florida standards and/or Cambridge International standards using the Marzano evaluation instrument, report average progress in the areas of DQ2 and DQ3 to the leadership team, and inform the professional development team of any needed adjustments to the professional development plan.

#### **Person Responsible**

Melissa Coleman

#### **Schedule**

Monthly, from 9/2/2014 to 6/2/2015

#### **Evidence of Completion**

The evidence includes lesson plans, teacher observations, and Marzano observation averages report.

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

Check in and monitor progress on the professional development calendar and resources.

#### **Person Responsible**

Kristin Carroll

#### **Schedule**

#### **Evidence of Completion**

Email to the Principal

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

Participate in the development of the professional development resources and provide support as needed.

**Person Responsible**

Kristin Carroll

**Schedule**

Weekly, from 6/18/2014 to 7/11/2014

**Evidence of Completion**

Email to the Principal

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

Secure the location for the professional development sessions and ensure the faculty is invited.

**Person Responsible**

Melissa Coleman

**Schedule**

Weekly, from 6/30/2014 to 6/2/2015

**Evidence of Completion**

Email to faculty

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

Participate in the professional development and provide feedback as necessary.

**Person Responsible**

Melissa Coleman

**Schedule**

Monthly, from 6/30/2014 to 6/2/2015

**Evidence of Completion**

Agenda, sign in

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

The average proficiency scores in the areas of DQ2 and DQ3 will increase from an average score of 2.75 to a score of 3.0 based on a 4.0 scale by the end of the 2014-2015 school year.

**Person Responsible**

Melissa Coleman

**Schedule**

Monthly, from 8/26/2014 to 6/2/2015

***Evidence of Completion***

Marzano data report, leadership team agenda

**G2.** If Q.I. Roberts Jr.-Sr. High School implements the district's multi tier system of supports (MTSS) framework, aligning programs and resources to meet the academic and behavioral needs of all students, 100% of students at Q.I. Roberts Jr.-Sr. High School will receive passing grades in all core academic courses. 1

G058731

**G2.B1** The barriers include lack of understanding regarding implementing a schoolwide remediation plan and forms to guide the process, lack of time to train teachers on MTSS protocols, lack of time for MTSS meetings, the absence of adequate academic and behavior interventions, and the lack of a monitoring process. 2

B149497

**G2.B1.S1** Q.I. Roberts Jr.-Sr. High School will implement the district's multi tier system of supports (MTSS) framework, aligning programs and resources to meet the academic and behavioral needs of all students. 4

S161359

### Strategy Rationale

The MTSS framework is in place to monitor and adjust student programs and resources in the areas of behavior and academics.

### Action Step 1 5

The MTSS team will establish MTSS protocols including a schoolwide academic remediation plan, schoolwide behavior plan, MTSS forms, and MTSS policies.

#### Person Responsible

Susan Collins

#### Schedule

Weekly, from 8/10/2014 to 6/12/2015

#### Evidence of Completion

Evidence includes a schoolwide MTSS policy manual and meeting notes.

### Action Step 2 5

The MTSS team will train teachers on the use of the schoolwide academic remediation plan, schoolwide behavior plan, MTSS forms, and MTSS policies.

#### Person Responsible

Susan Collins

#### Schedule

Every 2 Months, from 8/10/2014 to 6/12/2015

#### Evidence of Completion

Evidence includes a schoolwide MTSS policy manual and meeting notes.

### Action Step 3 5

The administrative team will set aside time during the school day for weekly MTSS meetings on Friday afternoons.

#### **Person Responsible**

Melissa Coleman

#### **Schedule**

Weekly, from 8/10/2014 to 6/12/2015

#### **Evidence of Completion**

Evidence includes meeting notes.

### Action Step 4 5

The MTSS team will enroll students in daily interventions including a Quest for Success academic intervention and a Cambridge Contract behavior intervention based upon need.

#### **Person Responsible**

Susan Collins

#### **Schedule**

Daily, from 8/10/2014 to 6/12/2015

#### **Evidence of Completion**

Evidence includes student enrollment in interventions, student intervention attendance records, and intervention plans.

### Action Step 5 5

The MTSS team will monitor student standards mastery and grades before, during, and after intervention and adjust the intervention services as needed.

#### **Person Responsible**

Susan Collins

#### **Schedule**

Weekly, from 8/10/2014 to 6/12/2015

#### **Evidence of Completion**

The evidence includes weekly MTSS meeting notes.



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

The MTSS team will meet once a week on Fridays from 2:30-3:00 to monitor student standards mastery and grades before, during, and after intervention and adjust the intervention services as needed.

**Person Responsible**

Susan Collins

**Schedule**

Weekly, from 8/11/2014 to 6/12/2015

**Evidence of Completion**

Evidence includes meeting notes.

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

Student grades in core academic courses will be monitored before, during, and after participation in the MTSS process at Q.I. Roberts Jr.-Sr. High School.

**Person Responsible**

Melissa Coleman

**Schedule**

Daily, from 8/11/2014 to 6/12/2015

**Evidence of Completion**

Evidence includes student grades and MTSS meeting notes.

**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.B1.S1.A1	The currently established professional development team will develop a professional development calendar, gather resources, and create professional development materials focused on delivering rigorous questions across all content areas aligned to Florida standards and/or Cambridge International standards.	Carroll, Kristin	6/2/2014	The evidence includes a PLC schedule and a professional development binder of resources.	5/13/2015 monthly
G2.B1.S1.A1	The MTSS team will establish MTSS protocols including a schoolwide academic remediation plan, schoolwide behavior plan, MTSS forms, and MTSS policies.	Collins, Susan	8/10/2014	Evidence includes a schoolwide MTSS policy manual and meeting notes.	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.B1.S1.A2	Faculty instructional PLCs will provide professional development on skills necessary to cooperatively write and deliver rigorous questions across all content areas aligned to common core and/or Cambridge International standards.	Coleman, Melissa	8/26/2014	The evidence includes a PLC schedule, PLC minutes, PLC sign-in, and faculty instructional warmup and closure questions.	6/2/2015 weekly
G2.B1.S1.A2	The MTSS team will train teachers on the use of the schoolwide academic remediation plan, schoolwide behavior plan, MTSS forms, and MTSS policies.	Collins, Susan	8/10/2014	Evidence includes a schoolwide MTSS policy manual and meeting notes.	6/12/2015 every-2-months
G1.B1.S1.A3	The administrative team will monitor teacher delivery of rigorous questioning aligned to Florida standards and/or Cambridge International standards using the Marzano evaluation instrument, report average progress in the areas of DQ2 and DQ3 to the leadership team, and inform the professional development team of any needed adjustments to the professional development plan.	Coleman, Melissa	9/2/2014	The evidence includes lesson plans, teacher observations, and Marzano observation averages report.	6/2/2015 monthly
G2.B1.S1.A3	The administrative team will set aside time during the school day for weekly MTSS meetings on Friday afternoons.	Coleman, Melissa	8/10/2014	Evidence includes meeting notes.	6/12/2015 weekly
G2.B1.S1.A4	The MTSS team will enroll students in daily interventions including a Quest for Success academic intervention and a Cambridge Contract behavior intervention based upon need.	Collins, Susan	8/10/2014	Evidence includes student enrollment in interventions, student intervention attendance records, and intervention plans.	6/12/2015 daily
G2.B1.S1.A5	The MTSS team will monitor student standards mastery and grades before, during, and after intervention and adjust the intervention services as needed.	Collins, Susan	8/10/2014	The evidence includes weekly MTSS meeting notes.	6/12/2015 weekly
G1.MA1	The average proficiency scores in the areas of DQ2 and DQ3 will increase from an average score of 2.75 to a score of 3.0 based on a 4.0 scale by the end of the 2014-2015 school year.	Coleman, Melissa	9/16/2014	Data report, leadership team agenda, teacher observations	4/2/2015 quarterly
G1.B1.S1.MA1	The average proficiency scores in the areas of DQ2 and DQ3 will increase from an average score of 2.75 to a score of 3.0 based on a 4.0 scale by the end of the 2014-2015 school year.	Coleman, Melissa	8/26/2014	Marzano data report, leadership team agenda	6/2/2015 monthly
G1.B1.S1.MA1	Check in and monitor progress on the professional development calendar and resources.	Carroll, Kristin	6/1/2014	Email to the Principal	one-time
G1.B1.S1.MA2	Participate in the development of the professional development resources and provide support as needed.	Carroll, Kristin	6/18/2014	Email to the Principal	7/11/2014 weekly
G1.B1.S1.MA3	Secure the location for the professional development sessions and ensure the faculty is invited.	Coleman, Melissa	6/30/2014	Email to faculty	6/2/2015 weekly
G1.B1.S1.MA4	Participate in the professional development and provide feedback as necessary.	Coleman, Melissa	6/30/2014	Agenda, sign in	6/2/2015 monthly
G2.MA1	Student grades will be monitored before, during, and after participation in the Q.I. Roberts Jr.-Sr. High School MTSS process.	Coleman, Melissa	8/11/2014	Evidence includes student grades and meeting notes.	6/12/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Student grades in core academic courses will be monitored before, during, and after participation in the MTSS process at Q.I. Roberts Jr.-Sr. High School.	Coleman, Melissa	8/11/2014	Evidence includes student grades and MTSS meeting notes.	6/12/2015 daily
G2.B1.S1.MA1	The MTSS team will meet once a week on Fridays from 2:30-3:00 to monitor student standards mastery and grades before, during, and after intervention and adjust the intervention services as needed.	Collins, Susan	8/11/2014	Evidence includes meeting notes.	6/12/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0