

Douglas Anderson School Of The Arts

2445 SAN DIEGO RD, Jacksonville, FL 32207

<http://www.da-arts.org>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

18%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

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

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

Douglas Anderson School of the Arts will be the leading public arts high school in the nation.

Provide the school's vision statement

We believe that the arts define us.

We believe that the arts enrich all human endeavors by bridging differences among people and teaching creative and critical thinking skills.

We believe that the integration of arts and academics offers students great opportunity to succeed in post-secondary education.

We believe that creative freedom and rigorous discipline are fundamental to student success.

We believe that an environment that promotes student learning and encourages the creative process is physically, intellectually and emotionally safe.

We believe that good teaching practice recognizes and addresses the various ways by which students learn.

We believe that leadership, citizenship and ethics are a part of every student's learning experience.

We believe that student progress should be monitored to ensure students' personal and educational success.

We believe that periodic evaluation of our programs and policies insures that we meet the needs of our diverse student population.

We believe that cooperation and collaboration among students, parents, faculty, staff, and community are vital to the success of our school.

We believe that the audition process is fundamental to our success.

School Environment

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

Information about students' cultures is gathered through our application process as well as through teacher surveys at the start of the year. This information is used by teachers to build relationships between them and the students in their classroom. Often the students art major is used as a connection to learn more about the student. In addition, we have analyzed data from Gallup survey conducted in the Spring 2014 regarding students' belief regarding culture and their relationships at school.

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

Before school, students have common areas around the school where they are able to meet with friends. Teachers are present at their classroom doors and participate in hallway supervision during the transitions for students between classes. Administrators have an open door policy where students feel comfortable going for concerns. Also, students assume leadership roles within their respective art areas where they are able to feel respected from different stakeholders. We offer nationally affiliated honor societies and student government where students hold offices and assume leadership roles.

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

School wide protocols for disciplinary incidents are reviewed and developed before the start of the school year. These protocols support the Duval County Public Schools Board approved Student Code of Conduct; and teachers incorporate these guidelines into their classroom procedures. Behavior expectations are reviewed with the students in each course as well as addressed during general class meetings the first week of school and during orientation with parents. Expectations and protocols are reviewed with the faculty and staff during pre-planning before the start of the school year with an in-depth session for new faculty members. As a whole, protocols are revisited as needed during faculty meetings throughout the school year. The administrative team monitors the enforcement of school rules/policies to ensure it is fair and consistent during administrative meetings where the Dean, Mrs. Thurlow, presents specific issues or concerns.

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

All students have an arts area mentor assigned to them when they start at Douglas Anderson School of the Arts (DASOTA). Their art area mentors follow up with them regarding the student's graduation requirements, grades, after-school activities, and their overall well-being. If a teacher or mentor sees a student's grades drop or a change in their attendance, they are referred to the counseling office. Our guidance counselors provide the necessary follow-up with these students to get back on track. Students are placed on probation if they have two or more F's during a quarter or their GPA falls below a 2.0. These students are provided additional support strategies through remediation sessions with a teacher or a counselor, and small group sessions emphasizing study/organizational skills. Student probation meetings are held one on one with a member of the probation committee or a member of the district support team member.

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 DASOTA faculty and staff work hard to build positive relationships with families through open communication. Important messages are sent home via students through written communication or mail-outs as well as Parent Connect phone messages to remind parents of upcoming events. DASOTA faculty and staff use social media and internet based blogs to keep students and parents abreast of school events and information. Our website, www.da-arts.org is continuously updated with important information including a performance calendar. Our web master, Mr. Michael Lipp, updates the website daily with the "Spotlight" which highlights announcements made daily. The Administrative team works with teachers to ensure OnCourse gradebook is updated so students and parents can monitor their progress. Parents are encouraged to get involved at DASOTA through various avenues

including SAC, PTSA, and the various Art area Booster Groups. All of our parent groups are very involved in the school and contribute many hours to ensure the success of our programs.

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

Douglas Anderson SOTA is fortunate to have many partnerships with the local community. Mrs. Cornelius is a strong force in securing and utilizing resources to support the school mission and vision and student achievement. For example, through a partnership, we are able to offer scholarships to send students to intensive summer programs across the country. When these students return, they bring back a wealth of knowledge to share with their department and conduct workshops for their peers. All of our events, performances, gallery openings, and concerts are open to the community. Our annual event, Extravaganza, is performed in the Moran Theatre, downtown Jacksonville, and it brings in many supporters and opportunities to develop partnerships. All of our art areas participate through affiliations in the community. For example, our Instrumental department works with the Jacksonville Symphony, our Creative Writing Department collaborate in providing writing workshops through the City of Jacksonville, and our Dance program works with the Jacksonville Ballet. We are extremely appreciative of our partnerships with the Jacksonville Arts Community.

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
Cornelius, Jackie	Principal
Gaiter, Sonya	Assistant Principal
Hammer, Melanie	Assistant Principal
Harbin, Denise	Teacher, K-12
Hutchman, James	Teacher, K-12
Sample, Jennifer	Teacher, K-12
Vetsch, John	Teacher, K-12
Hogue, Hillary	Teacher, K-12
Cowgill, Patti	Teacher, ESE
Thurlow, Sarah	Dean
Lipp, Michael	Other

Duties

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

Our DASOTA shared decision making committee (Steering) assists instructors in serving students' needs through planning professional development, leading workshops and presentations, and mentoring new teachers. The members of our Steering committee oversees the process where our faculty members mentor students to help provide support and resources. We analyze teacher and student data to make decisions on which professional development should be provided throughout

the school year. Using the Florida Continuous Improvement Model (FCIM), we ask for feedback on the professional development so they can determine if modifications to our practices are needed to ensure support is being provided. The Steering committee meets every first Wednesday. The members of the Leadership team support the school operations and the School Improvement Plan (SIP). The Administrative team members Jackie Cornelius, Sonya Gaiter, Melanie Hammer serve as instructional leaders as we conduct classroom visits for focused walk-throughs, informal and formal observations where specific feedback is given regarding teaching and learning. We look for evidence of the Four Pillars of Student Engagement, Demonstrating Understanding, Rigor and Taking Ownership when using the rubric of the CAST evaluation system.

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

We meet as an entire faculty during pre-planning to discuss and analyze the different Multi-Tiered System of Supports (MTSS) offered at Douglas Anderson SOTA. Jackie Cornelius leads in the assignment of responsibilities in the alignment of resources. The Administrative Team along with members of the specific department screen potential teachers to make sure that they are a "best fit" for the teaching staff. We provide support for new teachers with mentors, district content specialist, and specific feedback through classroom observations. We coordinate our materials through each department and supplement our materials through funds appropriated to the school.

Our MTSS program includes a Remediation and Enrichment Day, (RED). Students are given the opportunity to attend either an enrichment or remediation session every Thursday for 55 minutes. Teachers are able to tag students to attend a remediation session if the teacher feels the student is falling behind and needs additional support in that course. We defined the three tiers of MTSS as well as which students fall into the tiers and what safety nets/strategies we offer for each tier. Depending on the tier, students are required to attend remediation sessions, work with a student peer, and/or attend before or after tutorials. SAI Funds are used to provide tutoring for our students who have not passed an assessment required for graduation, as well as ramp up sessions before all State assessments. Tutoring is provided after school, on Saturdays, and as pull outs of a specific course. The meeting schedules are planned by each department and generally start about 6 weeks prior to the assessment window. The Leadership Team oversees all remediation sessions to ensure students are attending and monitor the data to determine if the meetings are effective.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jackie Cornelius	Principal
Deborah Knauer	Business/Community
Taylar Mouton	Student
Bonnie Harrison	Teacher
Tiffany Melanson	Teacher
Carol Garner	Parent
Nathlyn Hemmingway	Parent
Dee Dee Burgess	Parent
Carol Sumpter	Parent
Warren Hodge	Business/Community
Gary Merritt	Business/Community
Martin Wander	Business/Community
France Soper	Education Support Employee
Christina Parrish	Parent
	Student
Karl Singletary	Student
	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 School Advisory Council (SAC) reviews our Douglas Anderson Data Story which consists of compiled data regarding the goals identified in last year's SIP. SAC members discuss the effectiveness of the strategies outlined based upon whether the targets were attained.

Development of this school improvement plan

The data shared with the SAC is also reviewed with the faculty and staff during the pre-planning sessions before the start of school year. Every department reviews and submits strategies regarding their role and responsibility to the implementation of the SIP. The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending, and 5) evaluating the school improvement plan. The SAC will meet monthly to assist with the targets listed on the school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget is determined by the district from our FTE. Once we have a budget and plan this information is presented to SAC and members of the committee give suggestions and input into how the funds are used.

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

School improvement funds last year were used to purchase student planners to help our students stay organized and record assignments and practice opportunities. \$3625 was budgeted to purchase these planners.

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
Harbin, Denise	Teacher, K-12
Hammer, Melanie	Assistant Principal
Gaiter, Sonya	Assistant Principal
Cornelius, Jackie	Principal
Hogue, Hillary	Teacher, K-12
Hutchman, James	Teacher, K-12
Cowgill, Patti	Teacher, K-12
Sample, Jennifer	Teacher, K-12
Vetsch, John	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by creating book study teams, providing professional development to the teachers, and encouraging the student body to read. A list of books were sent out to the faculty so that book study teams can be created. Each group will select a book, meet monthly to discuss the book, and then present to the faculty at faculty meetings. Professional development is provided during faculty meetings as well as early release sessions to help teachers incorporate literacy across the curriculum. One focus of this team is to show that literacy should not just be promoted through the English classrooms, but all our classes and faculty should be involved in promoting literacy school wide. Students are encouraged to read more by having assignments in classes that include reading as well as having access to books in the Media Center and classroom libraries.

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

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

When there is an open position at Douglas Anderson the position is posted through the district website. Once we start getting applicants we set up interviews. All of our interviews include members from the administrative team as well as a member of the department, often the department chair. We have a standard set of questions we ask all applicants to ensure we can find the teacher that best fits with our schools program and department. When selecting a teacher we look at many different areas to ensure we select a highly qualified, in-field, effective teacher. We look at how the new hire will work with the existing department, their past experience, and what type of teaching style they implement in their classroom. Once we hire a new teacher we set them up with a mentor teacher to support them. Having mentor teachers for all new hires helps us retain teachers over the years. Our Professional Development Facilitator (PDF) meets regularly with our new hires and observes their classes to give them feedback and support needed. Administrator conduct walk throughs to see what professional development and support is needed.

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

During pre-planning we have a team, made up of our PDF, administrative team, Guidance Department Chair, and other teachers, host a new teacher orientation. During this orientation new teachers are given a tour of the school, information about who to contact for various needs, and school policies and procedures. This orientation helps our news teachers become familiar with how things work at our school. At this meeting we also assign a mentor to every new teacher. New teachers are paired with a CET trained teacher in their department who has been at DA for at least 5 years. They meet as often as needed with their mentor as well as get observed by their mentor to determine what resources and professional development trainings are needed. Meeting with their mentor can include common planning, creating assessments, analyzing data, as well as providing support and teaching strategies. Our PDF meets with our new teachers monthly to review the requirements for the district new teacher program, Mentoring and Induction for Novice Teachers (MINT) and offer support and resources.

Ambitious Instruction and Learning

Instructional Programs and Strategies

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

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: 6,960

Math teachers, Science teacher, and ELA teachers hold after school tutoring sessions for the State assessments. These sessions review the standards that are covered on the assessment and teach students testing strategies. This time is also used to remediate students who may have fallen behind in the classroom.

Strategy Rationale

Not all students can master the standards during the regular school day. Therefore, after school tutoring can give students the extra time needed to master the standards and gain a deeper understanding of testing strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hammer, Melanie, hammerm@duvalschools.org

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

Attendance sheets will be kept for each tutoring session to monitor how many students are taking advantage of these sessions. Assessment data will be collected and compared to benchmark data for the students who participated in the after school tutoring sessions. Comparing benchmark data to final data will help determine the effectiveness of the tutoring sessions.

Strategy: Extended School Day

Minutes added to school year: 1,540

Every Thursday DA follows a RED bell schedule. This schedule allows for 55 minutes of remediation or enrichment for the student body. Teachers tag students, who are identified by looking at the data, to attend specific remediation sessions. Those students not tagged can select an enrichment activity to attend.

Strategy Rationale

There is time built into the school day for remediation. This way students who are unable to stay after school or come on a Saturday still have opportunities for remediation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gaiter, Sonya, gaiters@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Attendance sheets will be kept for each RED remediation session to monitor how many students are attending a remediation session. Teachers will monitor to ensure the students who are tagged for a session attend the session they were tagged for. Teachers will be able to see student growth through assessment data, classwork, homework, and classroom observations.

Strategy: Extended School Day

Minutes added to school year: 4,200

A part time math teacher will be working with our Algebra I Enrichment teacher to pull small groups of students out to work in a small setting or one-on-one. The classroom teacher will identify those students who need additional support and the part time teacher will provide that support. Classroom data will be analyzed to identify those students needing extra help on a weekly basis.

Strategy Rationale

Students in the enrichment class are our weaker math students at DA. Many of these students learn better in a small group setting or one-on-one. By utilizing pull outs we can reach more students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hammer, Melanie, hammerm@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: classroom data through assessments, classwork, and homework will be analyzed to determine if the small group of students participating in the pull outs are benefiting from these small group sessions. The classroom teacher and the pull out teacher will meet bi-weekly to talk about specific students and how they are progressing.

Strategy: Weekend Program

Minutes added to school year: 3,900

Douglas Anderson teachers will hold Saturday Ramp Up sessions for FCAT retakes, FSA, Algebra I, Geometry, and Algebra 2 EOC, and the Biology EOC. Students will meet at the school from 9 -2 on the Saturday that the ramp up is being offered and participate in meaningful lessons and review sessions. Teachers will create lesson plans for these ramp up sessions that will include engaging activities.

Strategy Rationale

Not all students can master the standards during the regular school day. Therefore, Saturday sessions can give students the extra time needed to master the standards and gain a deeper understanding of testing strategies. Many of our students participate in after school rehearsals and classes and are unable to stay for after school tutoring. Saturday sessions give an alternative to after school tutoring

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thurlow, Sarah, thurlows@duvalschools.org

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy: Attendance sheets will be kept for each Saturday session to monitor how many students are taking advantage of these sessions. Assessment data will be collected and compared to benchmark data for the students who participated in the after school tutoring sessions. Comparing benchmark data to final data will help determine the effectiveness of the Saturday sessions.

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

Students who come to DA in the 9th grade get support through the orientation process. At orientation, the week before school starts, 9th grade students get their schedules, IDs, textbooks, and lockers. Then they are able to walk the campus to find out where their classrooms are located. We have 11th and 12th grade students and teachers in the halls to help students locate their classes. During orientation we also hold a class meeting where we review expectations, policies, and procedures of Douglas Anderson. Once school starts each 9th grade student is paired with a senior buddy in their arts area. Their senior buddy is there to guide them, offer support, and answer any questions they have along the way.

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

Our school counselors meet individually with every student to ensure that students are taking meaningful, relevant, and rigorous courses based on the students' course of study and future goals. We use teacher, parent and counselor recommendations for course selections, as well as review data from FCAT, EOC, SAT/ACT, and transcripts. School Counselors conduct classroom guidance lessons where they do college and career activities with the classes to help build awareness. School Counselors host parent nights, once per semester, to education parents on college and career planning. In addition, all arts areas conduct college nights as well as counsel students one on one about their future college/career options, as well as track their students from 9-12 grades. Teachers are provided with post-secondary readiness data in order to reach out to those students who are not post-secondary ready and encourage them to take the assessments to become post-secondary ready. During these meetings teachers take the opportunity to explain why achieving a post-secondary readiness score is important.

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

Our students are enrolled based on acceptance into one of eight art areas. We have created an extensive Curriculum Guide that outlines each course required specifically for each art area along with a rigorous academic schedule. All departments integrate "real life" scenarios within lessons. Through our Cinematic Arts program our students are able to get industry certification in Photoshop or Premiere.

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

Real life applications are taught in all areas – for example, technical theatre, vocal, instrumental, math with financial applications

Through arts area classes students are taught about careers in that art field

Guidance invites people from specific professions to attend a RED session or counselor corner session. During these sessions students are able to learn more about the profession and what is needed to be in that profession.

College application process/writing the college and scholarship application essay conducted in classes and offered during RED, weekly

Send letters to students (and meet with them via RED) that explain PSR and include their individual data (as well as how SAT/ACT can be used as concordant scores for FCAT)

Project My College QuickStart on a large screen and demonstrate how to use and navigate it during guidance lessons.

During PSAT workshop have students use their access code from the PSAT to work through My College QuickStart

Make sure students are aware of Jacksonville Commitment scholarships—early (so they have time to meet college admission requirements).

Provide a checklist by month of what students should be doing and discuss every month with students (juniors and seniors).

PSAT Summary of Answers and Skills (SOAS) presentation to faculty

Counselor corner blog – sign students up for up to date college and scholarship information and important announcements to be received via email

Guidance Counselor admissions hour (college and scholarship assistance and SAT/ACT registration) tues and thurs after school

Guest artists, professional people are brought in to various classes to share what they do and how they accomplish their goals.

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

DA is an SAT test center.

Credit checks one-on-one by a School Counselor

Guidance, administration, and teachers encourage students to become post-secondary ready (PSR)

Scores needed to achieve PSR status are posted around the school

Class meetings are held where students learn more about post-secondary options

DA encourages all juniors to take the PSAT

Art area departments require juniors and seniors to keep a postsecondary readiness portfolio

College application work sessions – after school, during RED, through classroom guidance

Parent information nights where college information and PSR scores are shared

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.** The Biology EOC scores will increase from 94% in 2013-2014 to 95% in 2014-2015.
- G2.** The Geometry FSA scores will increase from % in 2013-2014 to % in 2014-2015
- G3.** The US History EOC scores will increase from 84% pass rate in 2013-2014 to a 90% pass rate in 2014-2015.
- G4.** The pass rate in Reading will increase from 82% in 2013-2014 to 87% in 2014-2015.
- G5.** To maintain our FCAT Writing score from 82% in 2013-2014 to 82% on FSA Writes in 2014-2015.
- G6.** The Algebra EOC scores will increase from % in 2013-2014 to % in 2014-2015
- G7.** The 2014 graduating class will be 100% Post Secondary Ready and meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs.

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. The Biology EOC scores will increase from 94% in 2013-2014 to 95% in 2014-2015. 1a

G046266

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	95.0

Resources Available to Support the Goal 2

- Resources provided by publisher
- FCAT Explorer
- Tutoring sessions - Saturday and after school
- Interactive Labs

Targeted Barriers to Achieving the Goal 3

- Low level Readers
- Poor test taking skills

Plan to Monitor Progress Toward G1. 8

CGA data, Student work, and unit exams

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Minutes from data chats and exit slips

G2. The Geometry FSA scores will increase from % in 2013-2014 to % in 2014-2015 1a

G046265

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
Geometry EOC Pass Rate	

Resources Available to Support the Goal 2

- Curriculum Guide assessment data by benchmark
- Collaboration and coaching of Geometry Teachers
- utilize Pearson online resources

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement and seriousness on CGAs

Plan to Monitor Progress Toward G2. 8

Use of common planning time during early release and PLC time.

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Minutes from the meetings

G3. The US History EOC scores will increase from 84% pass rate in 2013-2014 to a 90% pass rate in 2014-2015. 1a

G042861

Targets Supported 1b

Indicator	Annual Target
	90.0

Resources Available to Support the Goal 2

- Curriculum guide assessment data. Collaboration and mentoring of novice US History teacher.

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- Lack of access to computers in order to practice the computer based EOC.

Plan to Monitor Progress Toward G3. 8

Observation data and EOC scores

Person Responsible

Sonya Gaiter

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Ratings and student engagement towards the four pillars. Domains 2 and 3 for CAST evaluations. Passing score on the US History EOC.

G4. The pass rate in Reading will increase from 82% in 2013-2014 to 87% in 2014-2015. 1a

G038870

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
FSA - English Language Arts - Proficiency Rate	87.0

Resources Available to Support the Goal 2

- Utilizing district support staff
- Data from 2014 FCAT, Data from Curriculum Guide Assessments
- Collaborations with Social Studies Department

Targeted Barriers to Achieving the Goal 3

- Students who are misplaced
- Student attendance in Reading courses
- Inadequate teacher training

Plan to Monitor Progress Toward G4. 8

CGA scores, FCAT and FSA scores, teacher assessments

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Minutes from meetings to determine the effectiveness of these classes. Minutes for data chats.

G5. To maintain our FCAT Writing score from 82% in 2013-2014 to 82% on FSA Writes in 2014-2015. 1a

G038871

Targets Supported 1b

Indicator	Annual Target
	82.0

Resources Available to Support the Goal 2

- Training on FSA Writing scoring
- School-wide implementation of writing across the curriculum
- Conduct a mock FSA Writes test

Targeted Barriers to Achieving the Goal 3

- Not all teachers are aware of the components of the FSA Writes
- Creating an environment that is conducive to teacher buy in.

Plan to Monitor Progress Toward G5. 8

Feedback from English II teachers and students as well as improved scores on district writing assessments

Person Responsible

Melanie Hammer

Schedule

Every 6 Weeks, from 8/25/2014 to 6/5/2015

Evidence of Completion

Test Scores, data chats

G6. The Algebra EOC scores will increase from % in 2013-2014 to % in 2014-2015 1a

G038872

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
Algebra I EOC Pass Rate	59.0

Resources Available to Support the Goal 2

- Curriculum Guide Assessment Data by benchmark
- Collaboration and mentoring of novice Algebra I teachers
- Access to laptop cart or computers for Algebra Enrichment

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement or seriousness on the Curriculum Guide Assessments
- Lack of common planning time with Algebra I teachers

Plan to Monitor Progress Toward G6. 8

Curriculum Guide Assessment results

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Increase in Algebra End of Course results

G7. The 2014 graduating class will be 100% Post Secondary Ready and meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs. 1a

G038873

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	100.0

Resources Available to Support the Goal 2

- Funding resources for students that are unable to pay for post secondary ready assessments
- One-on-one tutoring for struggling students
- Practice SAT/ACT tests
- Identify students in need of academic assistance and/or those who have not attempted to take a post secondary readiness exam
- Use enrichment time (Response to Intervention) to target students and provide tutoring and testing strategies
- Visit arts colleges, universities, and conservatories, as well as meet their faculty during college nights
- Experience cutting edge arts technology, software and materials
- Experience performing, speaking, and working with guest artists/teachers practicing in their fields

Targeted Barriers to Achieving the Goal 3

- Lack of time to tutor and monitor students who have not passed 10th grade Reading FCAT
- Lack of parent and student involvement when it comes to testing dates, times, and fees

Plan to Monitor Progress Toward G7. 8

More students registering and taking post secondary readiness exams

Person Responsible

Melanie Hammer

Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

Evidence of Completion

Increase in post secondary readiness scores as reflected in data.

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. The Biology EOC scores will increase from 94% in 2013-2014 to 95% in 2014-2015. **1**

 G046266

G1.B1 Low level Readers **2**

 B114574

G1.B1.S1 Use of DCPS Super Six Reading Strategies **4**

 S126094

Strategy Rationale

Use strategies to increasing student reading level

Action Step 1 **5**

Implement the DCPS Super Six Reading Strategies into the Biology classes.

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans

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

Check lesson plans and student work

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lab reports and interactive journals

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

Monitor CGA data to determine growth, Review student work

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data chats during PLC or Early Release.

G2. The Geometry FSA scores will increase from % in 2013-2014 to % in 2014-2015 **1**

G046265

G2.B1 Lack of student engagement and seriousness on CGAs **2**

B114556

G2.B1.S1 Teachers will weight the curriculum guide assessment as equivalent to a test grade **4**

S126089

Strategy Rationale

Students will take the assessment more seriously when it is calculated into their grade.

Action Step 1 **5**

Weight the CGA as a test grade each quarter

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

CGA data

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

Reflect on impact of the CGA results and incorporation in the students 9 weeks grade.

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

CGA data

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

Evaluate results and test scores

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Minutes from PLC (Early Release) meeting

G3. The US History EOC scores will increase from 84% pass rate in 2013-2014 to a 90% pass rate in 2014-2015. 1

 G042861

G3.B1 Lack of student engagement 2

 B104709

G3.B1.S1 Incorporate the four pillars in order to engage students in every class period. 4

 S115914

Strategy Rationale

Increase student engagement would increase student achievement.

Action Step 1 5

US History teachers will implement the four pillars of teaching into every lesson in order to engage the students.

Person Responsible

Melanie Hammer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walk throughs, lesson plans will have evidence of the four pillars, increased pass rate on the US History EOC.

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

Implement the four pillars into the US History lesson plans

Person Responsible

Melanie Hammer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Walk throughs, lesson plans will incorporate the four pillars to engage students, EOC scores

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

Student engagement in the US History classes will be monitored.

Person Responsible

Sonya Gaiter

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Observation data, EOC scores

G3.B2 Lack of access to computers in order to practice the computer based EOC. 2

 B114539

G3.B2.S1 Alternate with other departments in order to have practice with computer based testing. 4

 S126075

Strategy Rationale

Provide students computer time to practice taking an online assessment.

Action Step 1 5

Make sure the teachers are allowing time for those without computers to move to a different locations and allow for computer time.

Person Responsible

Sonya Gaiter

Schedule

Every 6 Weeks, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing that computers were used for practice.

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

Lesson plans will be monitored for computer time

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Calendar

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

Exit tickets on student comfort with taking the assessment online.

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Exit tickets

G4. The pass rate in Reading will increase from 82% in 2013-2014 to 87% in 2014-2015. 1

 G038870

G4.B1 Students who are misplaced 2

 B093449

G4.B1.S1 The Curriculum Department will acquire input from the Reading teachers when changing schedules and create a master schedule in which Reading courses are vertically aligned when possible.

4

 S104487

Strategy Rationale

This will ensure students are scheduled correctly

Action Step 1 5

A teacher representative will assist curriculum with scheduling students.

Person Responsible

Sonya Gaiter

Schedule

On 8/3/2015

Evidence of Completion

Schedules will reflect student needs as reflected via scheduling documentation.

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

Proper schedule changes are implemented

Person Responsible

Sonya Gaiter

Schedule

Daily, from 8/25/2014 to 9/1/2014

Evidence of Completion

Students will obtain the resources need to be successful based on the academic level of the course they are scheduled in as reflected via scheduling documentation.

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

Teachers will check student data to ensure they are correctly placed in their classes.

Person Responsible

Sonya Gaiter

Schedule

Weekly, from 8/25/2014 to 8/29/2014

Evidence of Completion

Scheduling folders and schedules

G4.B1.S2 Teachers will check data to ensure students are in appropriate classes. 4

 S104488

Strategy Rationale

This will ensure students are scheduled correctly

Action Step 1 5

Administer the Pre-Test

Person Responsible

Schedule

Evidence of Completion

Results from Pre-Test

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Creation and Administration of the Pre-Test for IOWA

Person Responsible

Schedule

Evidence of Completion

Review the results from the Pre-Test with English Teachers

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administering the Pre-Test prior to IOWA

Person Responsible

Schedule

Evidence of Completion

Teachers will determine if the results from the Pre-Test were valid in comparison to the IOWA results.

G4.B2 Student attendance in Reading courses 2

 B093450

G4.B2.S1 Offer Reading Courses during the school day instead of after school. 4

 S104489

Strategy Rationale

Action Step 1 5

Build a master schedule with Reading courses during the school day.

Person Responsible

Sonya Gaiter

Schedule

Annually, from 6/6/2014 to 8/25/2014

Evidence of Completion

Master Schedule reflecting Reading class enrollments.

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

Vertically aligned Reading Courses built into the master schedule during the day.

Person Responsible

Sonya Gaiter

Schedule

Annually, from 6/9/2014 to 8/25/2014

Evidence of Completion

Master Schedule

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

Reading classes will be scheduled during the day on the master schedule.

Person Responsible

Sonya Gaiter

Schedule

Annually, from 6/9/2014 to 8/25/2014

Evidence of Completion

DA Master schedule, student schedudles

G4.B3 Inadequate teacher training 2

 B093451

G4.B3.S1 Collaborate on a regular basis with other Reading teachers at the local and district levels. 4

 S104490

Strategy Rationale

This will allow teachers the additional training needed and give them access to more strategies.

Action Step 1 5

Provide professional development during school, horizontally plan, and take a TDE to plan and create lesson plans by grade level.

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data driven lesson plans and results from Curriculum Guide Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Teacher attendance during professional development and implementation of reading strategies in the classroom.

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Curriculum Guide Assessments

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Implementation of reading strategies, collaborations, and common planning.

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Collaboration on lesson planning, results from district assessments, and implementation of new strategies as reflected in Early Release and Faculty Meeting agendas, emails, and documentation.

G5. To maintain our FCAT Writing score from 82% in 2013-2014 to 82% on FSA Writes in 2014-2015. 1

G038871

G5.B1 Not all teachers are aware of the components of the FSA Writes 2

B093452

G5.B1.S1 Utilize the Early Release time on Wednesdays for training sessions on FSA Writes rubrics and scoring. 4

S104491

Strategy Rationale

This will allow teachers to learn about the FSA Writes assessment.

Action Step 1 5

FSA Training

Person Responsible

Melanie Hammer

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Handouts and hands-on activities

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Training is conducted

Person Responsible

Melanie Hammer

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Faculty meeting agenda, Early Release minutes

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Survey and Critique of Professional Development Provided

Person Responsible

Melanie Hammer

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Exit tickets, faculty survey

G5.B1.S2 School-wide training of FSA Writes Components during Faculty Meetings 4

 S104492

Strategy Rationale

This will help incorporate Writing across the curriculum

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G5.B2 Creating an environment that is conducive to teacher buy in. 2

 B093453

G5.B2.S1 Teachers should include evidence of writing in Individual Professional Development Plans and/or implement writing strategies across the curriculum 4

 S104494

Strategy Rationale

Action Step 1 5

All teachers include evidence of writing in Individual Professional Development Plans and/or during classroom instruction

Person Responsible

Melanie Hammer

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Post observation conferences or classroom observation

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

IPDPs and lesson plans will be reviewed during observations

Person Responsible

Melanie Hammer

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher's IPDP and lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Lesson plans and IPDPs will be reviewed with teachers during the observation cycle.

Person Responsible

Melanie Hammer

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

CAST observations, Lesson plans, IPDPs

G5.B2.S2 Department Chairs will monitor and collect artifacts of writing cross-curriculum 4

 S104495

Strategy Rationale

Action Step 1 5

Check for implementation of writing in classes and artifacts

Person Responsible

Schedule

Evidence of Completion

Early Release/PLC Minutes

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Individual Professional Development Plan and CAST Observations

Person Responsible

Schedule

Evidence of Completion

Final evaluation and/or post conference from CAST observation

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Share strategies

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and/or minutes from meetings

G6. The Algebra EOC scores will increase from % in 2013-2014 to % in 2014-2015 1

 G038872

G6.B1 Lack of student engagement or seriousness on the Curriculum Guide Assessments 2

 B093455

G6.B1.S1 Teachers will weight the Curriculum Guide Assessment as equivalent to a test grade 4

 S104496

Strategy Rationale

Action Step 1 5

Weight the Curriculum Guide Assessment as a test grade each quarter

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher OnCourse Gradebook

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Reflect on impact of the Curriculum Guide Assessment results and incorporation in the students' nine weeks grade

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Minutes from Early Release/PLC time

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Reflecting on results and test scores

Person Responsible

Sonya Gaiter

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

OnCourse Gradebook and minutes from Early Release/PLC

G6.B2 Lack of common planning time with Algebra I teachers **2**

 B093456

G6.B2.S1 Algebra teachers will common plan before and after school as well as during lunch **4**

 S104499

Strategy Rationale

Action Step 1 **5**

Discuss and determine which students need help on specific benchmarks and which students have successfully mastered benchmarks

Person Responsible

Schedule

Evidence of Completion

Results from Curriculum Guide Assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S1 **6**

Appropriate use of Early Release and PLC time

Person Responsible

Schedule

Evidence of Completion

Minutes from Early Release and PLC time

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 **7**

Use of common planning time during Early Release and PLC time

Person Responsible

Schedule

Evidence of Completion

Informal walk-throughs and discussions of curriculum guide assessment data

G6.B2.S2 Algebra teachers will collaborate during Early Release and PLC time **4**

 S104500

Strategy Rationale

Action Step 1 **5**

Collaborations

Person Responsible

Schedule

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G6.B2.S2 **6**

PLC Time

Person Responsible

Schedule

Evidence of Completion

Periodic Walk-Throughs

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 **7**

Monitor CGA Results

Person Responsible

Schedule

Evidence of Completion

Algebra Student pass rate for Algebra EOC

G7. The 2014 graduating class will be 100% Post Secondary Ready and meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs. 1

G038873

G7.B1 Lack of time to tutor and monitor students who have not passed 10th grade Reading FCAT 2

B093461

G7.B1.S1 Identify students that are not post secondary ready 4

S104503

Strategy Rationale

Create a list of students who need assistance

Action Step 1 5

Identify students not post secondary ready

Person Responsible

Melanie Hammer

Schedule

Every 6 Weeks, from 8/25/2014 to 6/5/2015

Evidence of Completion

Create spreadsheet and provide it to all art directors and art teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Monitor the spreadsheet and update it based on students registering and taking post secondary readiness exams

Person Responsible

Melanie Hammer

Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

Evidence of Completion

Updated spreadsheet

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Tracking on student PSR data

Person Responsible

Melanie Hammer

Schedule

Every 6 Weeks, from 10/1/2014 to 6/5/2015

Evidence of Completion

Spreadsheet on PSR data

G7.B1.S2 Assign an art mentor to each student in need of a post secondary readiness score 4

 S104504

Strategy Rationale

Another adult to ensure no child slips through the cracks

Action Step 1 5

Assign an art teacher mentor to each student not post secondary ready

Person Responsible

Schedule

Evidence of Completion

Completed mentor spreadsheet and minutes from art director meetings

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Ensure art teacher mentors are meeting regularly with student mentee

Person Responsible

Schedule

Evidence of Completion

Minutes and/or updates from one-on-one meetings with mentors and mentees

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Student tracking spreadsheet/documentation provided by the Art Departments

Person Responsible

Schedule

Evidence of Completion

Increased attendance for the post secondary readiness tests and an increase in students becoming Post Secondary Ready.

G7.B2 Lack of parent and student involvement when it comes to testing dates, times, and fees 2

 B093462

G7.B2.S1 Send out a school-wide message (by phone and electronically) periodically to parents about testing dates, locations, and fees 4

 S104505

Strategy Rationale

Action Step 1 5

Send out a school-wide message to all juniors and seniors with dates, locations and fees for tests

Person Responsible

Schedule

Evidence of Completion

Record of school-wide message from the School Messenger System

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Increase in attendance at Post Secondary Readiness test administrations

Person Responsible

Schedule

Evidence of Completion

Attendance at Post Secondary Readiness test administrations

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Follow up with parents and students on testing dates, locations, and fees

Person Responsible

Schedule

Evidence of Completion

Increase in student post secondary readiness scores

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

Person Responsible

Schedule

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
G4.B1.S1.A1	A teacher representative will assist curriculum with scheduling students.	Gaiter, Sonya	6/5/2015	Schedules will reflect student needs as reflected via scheduling documentation.	8/3/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1	Administer the Pre-Test		Results from Pre-Test	once	
G4.B2.S1.A1	Build a master schedule with Reading courses during the school day.	Gaiter, Sonya	6/6/2014	Master Schedule reflecting Reading class enrollments.	8/25/2014 annually
G4.B3.S1.A1	Provide professional development during school, horizontally plan, and take a TDE to plan and create lesson plans by grade level.	Hammer, Melanie	8/25/2014	Data driven lesson plans and results from Curriculum Guide Assessments	6/5/2015 quarterly
G5.B1.S1.A1	FSA Training	Hammer, Melanie	8/25/2014	Handouts and hands-on activities	6/5/2015 monthly
G5.B1.S2.A1	[no content entered]			once	
G5.B2.S1.A1	All teachers include evidence of writing in Individual Professional Development Plans and/or during classroom instruction	Hammer, Melanie	8/25/2014	Post observation conferences or classroom observation	6/5/2015 quarterly
G5.B2.S2.A1	Check for implementation of writing in classes and artifacts		Early Release/ PLC Minutes	once	
G6.B1.S1.A1	Weight the Curriculum Guide Assessment as a test grade each quarter	Gaiter, Sonya	8/25/2014	Teacher OnCourse Gradebook	6/5/2015 quarterly
G6.B2.S1.A1	Discuss and determine which students need help on specific benchmarks and which students have successfully mastered benchmarks		Results from Curriculum Guide Assessments	once	
G6.B2.S2.A1	Collaborations		PLC Minutes	once	
G7.B1.S1.A1	Identify students not post secondary ready	Hammer, Melanie	8/25/2014	Create spreadsheet and provide it to all art directors and art teachers	6/5/2015 every-6-weeks
G7.B1.S2.A1	Assign an art teacher mentor to each student not post secondary ready		Completed mentor spreadsheet and minutes from art director meetings	once	
G7.B2.S1.A1	Send out a school-wide message to all juniors and seniors with dates, locations and fees for tests		Record of school-wide message from the School Messenger System	once	
G3.B1.S1.A1	US History teachers will implement the four pillars of teaching into every lesson in order to engage the students.	Hammer, Melanie	8/25/2014	Classroom walk throughs, lesson plans will have evidence of the four pillars, increased pass rate on the US History EOC.	6/5/2015 daily
G3.B2.S1.A1	Make sure the teachers are allowing time for those without computers to move to a different locations and allow for computer time.	Gaiter, Sonya	8/25/2014	Lesson plans showing that computers were used for practice.	6/5/2015 every-6-weeks
G2.B1.S1.A1	Weight the CGA as a test grade each quarter	Gaiter, Sonya	8/25/2014	CGA data	6/5/2015 quarterly
G1.B1.S1.A1	Implement the DCPS Super Six Reading Strategies into the Biology classes.	Hammer, Melanie	8/25/2014	Lesson plans	6/5/2015 quarterly
G1.MA1	CGA data, Student work, and unit exams	Hammer, Melanie	8/25/2014	Minutes from data chats and exit slips	6/5/2015 quarterly
G1.B1.S1.MA1	Monitor CGA data to determine growth, Review student work	Hammer, Melanie	8/25/2014	Data chats during PLC or Early Release.	6/5/2015 quarterly
G1.B1.S1.MA1	Check lesson plans and student work	Hammer, Melanie	8/25/2014	Lab reports and interactive journals	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Use of common planning time during early release and PLC time.	Gaiter, Sonya	8/25/2014	Minutes from the meetings	6/5/2015 quarterly
G2.B1.S1.MA1	Evaluate results and test scores	Gaiter, Sonya	8/25/2014	Minutes from PLC (Early Release) meeting	6/5/2015 quarterly
G2.B1.S1.MA1	Reflect on impact of the CGA results and incorporation in the students 9 weeks grade.	Gaiter, Sonya	8/25/2014	CGA data	6/5/2015 quarterly
G3.MA1	Observation data and EOC scores	Gaiter, Sonya	8/25/2014	Ratings and student engagement towards the four pillars. Domains 2 and 3 for CAST evaluations. Passing score on the US History EOC.	6/5/2015 semiannually
G3.B1.S1.MA1	Student engagement in the US History classes will be monitored.	Gaiter, Sonya	8/25/2014	Observation data, EOC scores	6/5/2015 semiannually
G3.B1.S1.MA1	Implement the four pillars into the US History lesson plans	Hammer, Melanie	8/25/2014	Walk throughs, lesson plans will incorporate the four pillars to engage students, EOC scores	6/5/2015 daily
G3.B2.S1.MA1	Exit tickets on student comfort with taking the assessment online.	Gaiter, Sonya	8/25/2014	Exit tickets	6/5/2015 quarterly
G3.B2.S1.MA1	Lesson plans will be monitored for computer time	Gaiter, Sonya	8/25/2014	Calendar	6/5/2015 quarterly
G4.MA1	CGA scores, FCAT and FSA scores, teacher assessments	Hammer, Melanie	8/25/2014	Minutes from meetings to determine the effectiveness of these classes. Minutes for data chats.	6/5/2015 quarterly
G4.B1.S1.MA1	Teachers will check student data to ensure they are correctly placed in their classes.	Gaiter, Sonya	8/25/2014	Scheduling folders and schedules	8/29/2014 weekly
G4.B1.S1.MA1	Proper schedule changes are implemented	Gaiter, Sonya	8/25/2014	Students will obtain the resources need to be successful based on the academic level of the course they are scheduled in as reflected via scheduling documentation.	9/1/2014 daily
G4.B2.S1.MA1	Reading classes will be scheduled during the day on the master schedule.	Gaiter, Sonya	6/9/2014	DA Master schedule, student schedules	8/25/2014 annually
G4.B2.S1.MA1	Vertically aligned Reading Courses built into the master schedule during the day.	Gaiter, Sonya	6/9/2014	Master Schedule	8/25/2014 annually
G4.B3.S1.MA1	Implementation of reading strategies, collaborations, and common planning.	Hammer, Melanie	8/25/2014	Collaboration on lesson planning, results from district assessments, and implementation of new strategies as reflected in Early Release and Faculty Meeting agendas, emails, and documentation.	6/5/2015 quarterly
G4.B3.S1.MA1	Teacher attendance during professional development and implementation of reading strategies in the classroom.	Hammer, Melanie	8/25/2014	Curriculum Guide Assessments	6/5/2015 quarterly
G4.B1.S2.MA1	Administering the Pre-Test prior to IOWA		Teachers will determine if the results from the Pre-Test were valid in comparison to the IOWA results.	once	
G4.B1.S2.MA1	Creation and Administration of the Pre-Test for IOWA		Review the results from the Pre-Test with English Teachers	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.MA1	Feedback from English II teachers and students as well as improved scores on district writing assessments	Hammer, Melanie	8/25/2014	Test Scores, data chats	6/5/2015 every-6-weeks
G5.B1.S1.MA1	Survey and Critique of Professional Development Provided	Hammer, Melanie	8/25/2014	Exit tickets, faculty survey	6/5/2015 monthly
G5.B1.S1.MA1	Training is conducted	Hammer, Melanie	8/25/2014	Faculty meeting agenda, Early Release minutes	6/5/2015 monthly
G5.B2.S1.MA1	Lesson plans and IPDPs will be reviewed with teachers during the observation cycle.	Hammer, Melanie	8/25/2014	CAST observations, Lesson plans, IPDPs	6/5/2015 semiannually
G5.B2.S1.MA1	IPDPs and lesson plans will be reviewed during observations	Hammer, Melanie	8/25/2014	Teacher's IPDP and lesson plans	6/5/2015 semiannually
G5.B1.S2.MA1	[no content entered]			once	
G5.B1.S2.MA1	[no content entered]			once	
G5.B2.S2.MA1	Share strategies		Lesson Plans and/or minutes from meetings	once	
G5.B2.S2.MA1	Individual Professional Development Plan and CAST Observations		Final evaluation and/or post conference from CAST observation	once	
G5.B1.S3.MA1	[no content entered]			once	
G5.B1.S3.MA1	[no content entered]			once	
G6.MA1	Curriculum Guide Assessment results	Gaiter, Sonya	8/25/2014	Increase in Algebra End of Course results	6/5/2015 quarterly
G6.B1.S1.MA1	Reflecting on results and test scores	Gaiter, Sonya	8/25/2014	OnCourse Gradebook and minutes from Early Release/PLC	6/5/2015 quarterly
G6.B1.S1.MA1	Reflect on impact of the Curriculum Guide Assessment results and incorporation in the students' nine weeks grade	Gaiter, Sonya	8/25/2014	Minutes from Early Release/PLC time	6/5/2015 quarterly
G6.B2.S1.MA1	Use of common planning time during Early Release and PLC time		Informal walk-throughs and discussions of curriculum guide assessment data	once	
G6.B2.S1.MA1	Appropriate use of Early Release and PLC time		Minutes from Early Release and PLC time	once	
G6.B2.S2.MA1	Monitor CGA Results		Algebra Student pass rate for Algebra EOC	once	
G6.B2.S2.MA1	PLC Time		Periodic Walk-Throughs	once	
G7.MA1	More students registering and taking post secondary readiness exams	Hammer, Melanie	10/1/2014	Increase in post secondary readiness scores as reflected in data.	6/5/2015 every-6-weeks
G7.B1.S1.MA1	Tracking on student PSR data	Hammer, Melanie	10/1/2014	Spreadsheet on PSR data	6/5/2015 every-6-weeks
G7.B1.S1.MA1	Monitor the spreadsheet and update it based on students registering and taking post secondary readiness exams	Hammer, Melanie	10/1/2014	Updated spreadsheet	6/5/2015 every-6-weeks
G7.B2.S1.MA1	Follow up with parents and students on testing dates, locations, and fees		Increase in student post	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			secondary readiness scores		
G7.B2.S1.MA1	Increase in attendance at Post Secondary Readiness test administrations		Attendance at Post Secondary Readiness test administrations	once	
G7.B1.S2.MA1	Student tracking spreadsheet/ documentation provided by the Art Departments		Increased attendance for the post secondary readiness tests and an increase in students becoming Post Secondary Ready.	once	
G7.B1.S2.MA1	Ensure art teacher mentors are meeting regularly with student mentee		Minutes and/or updates from one-on-one meetings with mentors and mentees	once	
G7.B2.S2.MA1	[no content entered]			once	
G7.B2.S2.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G4. The pass rate in Reading will increase from 82% in 2013-2014 to 87% in 2014-2015.

G4.B3 Inadequate teacher training

G4.B3.S1 Collaborate on a regular basis with other Reading teachers at the local and district levels.

PD Opportunity 1

Provide professional development during school, horizontally plan, and take a TDE to plan and create lesson plans by grade level.

Facilitator

Kelly Klinger, Debbie Rouse, Amy Kovalcik, Melanie Hammer

Participants

Reading and English Standard Teachers

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

G5. To maintain our FCAT Writing score from 82% in 2013-2014 to 82% on FSA Writes in 2014-2015.

G5.B1 Not all teachers are aware of the components of the FSA Writes

G5.B1.S1 Utilize the Early Release time on Wednesdays for training sessions on FSA Writes rubrics and scoring.

PD Opportunity 1

FSA Training

Facilitator

Kelly Klinger, Reading/ELA Specialist, Denise Harbin - ELA Department Chair

Participants

DA Teachers

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0