

Putnam County School District

Q.I. Roberts Jr. Sr. High School



2015-16 School Improvement Plan

Q.I. Roberts Jr. Sr. High School

901 STATE ROAD 100, Florahome, FL 32140

qir.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	27%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

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 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% and course failures.

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
	8	10	
Attendance below 90 percent	2	1	3
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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 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. 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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/168750>.

Description

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

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

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:

Name	Title
Coleman, Melissa	Principal
Collins, Susan	Guidance Counselor
Purifoy, Lamar	Dean
Carroll, Kristin	Instructional Coach
Wilhite, Jana	Other

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

Jana Wilhite-Cambridge Coordinator

Tori Wormuth- files MTSS paperwork in the file room

Penny Surrency- 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 Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. 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 Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District 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).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

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

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:**

Name	Title
Coleman, Melissa	Principal
Collins, Susan	Guidance Counselor
Hudson, Kristin	Teacher, K-12
Carroll, Kristin	Instructional Coach

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 aligning course materials to state and Cambridge standards.

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 and Cambridge 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 remediation and tutoring program. Teachers also remediate in the classroom, requiring that students be tutored and redo assignments until mastery is attained.

Additionally, the district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida

Standards.

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction. School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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

Standards mastery is essential for the Cambridge Program at Q.I. Roberts Jr.-Sr. High School. Students needing additional time to complete assignments to a satisfactory level or extra help from a certified teacher understanding a concept are afforded opportunities for after school tutoring and remediation.

Strategy Purpose(s)

- Core Academic Instruction

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 classroom teachers. 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 11th 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 remediation.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teacher instructional practice data was obtained through the Marzano iobservation system in order to assess instructional needs related to student achievement. Achievement in the area of Design Question 1 was identified as an area of focus for the leadership team.

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.** If teachers increase planning and use of instructional materials to align to state and Cambridge standard specifications in all content areas, teacher observation scores in DQ1 will improve from an average score of 3.02 to an average score of 3.25 by the end of the 2015-2016 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 planning and use of instructional materials to align to state and Cambridge standard specifications in all content areas, teacher observation scores in DQ1 will improve from an average score of 3.02 to an average score of 3.25 by the end of the 2015-2016 school year, thereby increasing student achievement. **1a**

 G072505

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0
Algebra I FSA EOC Pass Rate	80.0
Bio I EOC Pass	100.0
Civics EOC Pass	95.0
FSA English Language Arts - Achievement	70.0

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, student chrome books, google classroom training materials, 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 analyze item specifications aligned to Florida State and/or Cambridge International standards, use technology as a support in planning and delivery, and convey understanding of item specifications when planning using a new Lesson Design Framework.

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

The average proficiency scores in the areas of DQ1 will be analyzed with the goal being to increase from an average score of 3.02 to a score of 3.25 based on a 4.0 scale by the end of the 2015-2016 school year.

Person Responsible

Melissa Coleman

Schedule

Evidence of Completion

Data report, leadership team agenda, teacher observations

Plan to Monitor Progress Toward G1. 8

Student achievement data will be analyzed to assess teacher planning and use of instructional materials aligned to state and Cambridge standard specifications.

Person Responsible

Schedule

Evidence of Completion

Leadership team meeting notes and sign-in

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

G072506

Targets Supported 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	0.0
GPA below 2.0 - H.S.	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 and standardized test scores in all content areas will be analyzed to determine effectiveness of the second goal.

Person Responsible

Melissa Coleman

Schedule

Evidence of Completion

Evidence includes meeting notes detailing discussions surrounding student grades and standardized test results.

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 planning and use of instructional materials to align to state and Cambridge standard specifications in all content areas, teacher observation scores in DQ1 will improve from an average score of 3.02 to an average score of 3.25 by the end of the 2015-2016 school year, thereby increasing student achievement. **1**

 G072505

G1.B1 There is currently not enough time during the school day devoted to training teachers on how to cooperatively analyze item specifications aligned to Florida State and/or Cambridge International standards, use technology as a support in planning and delivery, and convey understanding of item specifications when planning using a new Lesson Design Framework. **2**

 B188966

G1.B1.S1 Q.I. Roberts Jr.-Sr. High School will establish a structure to devote time to train teachers. **4**

 S200430

Strategy Rationale

Teachers need time to learn new standards, unpack the standards, create aligned materials, understand how to use the Lesson Design Template, and understand how to use technology to enhance instructional delivery.

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 aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.

Person Responsible

Kristin Carroll

Schedule

Monthly, from 6/2/2015 to 8/10/2015

Evidence of Completion

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

Action Step 2 5

The currently established professional development team will share the professional development calendar, resources, and professional development materials focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.

Person Responsible

Melissa Coleman

Schedule

Weekly, from 8/11/2015 to 8/24/2015

Evidence of Completion

The evidence includes the preplanning schedule, the Academic Learning Guide, and preplanning sign-in.

Action Step 3 5

The currently established professional development team will implement the professional development focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.

Person Responsible

Melissa Coleman

Schedule

Monthly, from 9/22/2015 to 6/10/2016

Evidence of Completion

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

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

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

Person Responsible

Kristin Carroll

Schedule

Evidence of Completion

Email to the Principal and Instructional Coach, In-person conversations

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

Monitor progress on sharing the professional development calendar and resources.

Person Responsible

Kristin Carroll

Schedule

Evidence of Completion

Email to the Principal and Instructional Coach, In-person conversations

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

Participate in the professional development and provide feedback to teachers as necessary.

Person Responsible

Melissa Coleman

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Agenda, Sign in, Warmup and Exit Tickets

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

The administrative team will conduct classroom walkthroughs to monitor the alignment of instructional materials to course standards, use of the Lesson Design Template, and use of technology in the classroom, share exemplars with the faculty, and provide teachers with verbal feedback regarding implementation.

Person Responsible

Melissa Coleman

Schedule

Monthly, from 8/22/2015 to 6/10/2016

Evidence of Completion

Marzano walkthroughs, in-person conversations, and emails

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

G072506

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

B188967

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

S200431

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

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

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 8/10/2015 to 6/12/2016

Evidence of Completion

Evidence includes meeting notes.

Action Step 4 5

The MTSS team will provide support to teachers to enhance in-classroom interventions.

Person Responsible

Kristin Carroll

Schedule

Daily, from 8/10/2015 to 6/12/2016

Evidence of Completion

Evidence includes coaching plans and journey book documentation.

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 8/10/2015 to 6/12/2016

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 Friday mornings 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 8/11/2015 to 6/12/2016

Evidence of Completion

Evidence includes meeting notes and walk throughs.

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 8/11/2015 to 6/12/2016

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 aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.	Carroll, Kristin	6/2/2015	The evidence includes a PLC schedule and a professional development binder of resources.	8/10/2015 monthly
G2.B1.S1.A1	The MTSS team will establish MTSS protocols including a schoolwide academic remediation plan, schoolwide	Collins, Susan	6/10/2015	Evidence includes a schoolwide MTSS policy manual and meeting notes.	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	behavior plan, MTSS forms, and MTSS policies.				
G1.B1.S1.A2	The currently established professional development team will share the professional development calendar, resources, and professional development materials focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.	Coleman, Melissa	8/11/2015	The evidence includes the preplanning schedule, the Academic Learning Guide, and preplanning sign-in.	8/24/2015 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	8/10/2015	Evidence includes a schoolwide MTSS policy manual and meeting notes.	one-time
G1.B1.S1.A3	The currently established professional development team will implement the professional development focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.	Coleman, Melissa	9/22/2015	The evidence includes a PLC schedule, PLC minutes, PLC sign-in, and faculty instructional warmup and closure questions.	6/10/2016 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	8/10/2015	Evidence includes meeting notes.	6/12/2016 weekly
G2.B1.S1.A4	The MTSS team will provide support to teachers to enhance in-classroom interventions.	Carroll, Kristin	8/10/2015	Evidence includes coaching plans and journey book documentation.	6/12/2016 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	8/10/2015	The evidence includes weekly MTSS meeting notes.	6/12/2016 weekly
G1.MA1	The average proficiency scores in the areas of DQ1 will be analyzed with the goal being to increase from an average score of 3.02 to a score of 3.25 based on a 4.0 scale by the end of the 2015-2016 school year.	Coleman, Melissa	6/12/2015	Data report, leadership team agenda, teacher observations	one-time
G1.MA2	Student achievement data will be analyzed to assess teacher planning and use of instructional materials aligned to state and Cambridge standard specifications.		6/12/2015	Leadership team meeting notes and sign-in	one-time
G1.B1.S1.MA1	The administrative team will conduct classroom walkthroughs to monitor the alignment of instructional materials to course standards, use of the Lesson Design Template, and use of technology in the classroom, share exemplars with the faculty, and provide teachers with verbal feedback regarding implementation.	Coleman, Melissa	8/22/2015	Marzano walkthroughs, in-person conversations, and emails	6/10/2016 monthly
G1.B1.S1.MA1	Check in and monitor progress on the creation of the professional development calendar and resources.	Carroll, Kristin	8/10/2015	Email to the Principal and Instructional Coach, In-person conversations	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA2	Monitor progress on sharing the professional development calendar and resources.	Carroll, Kristin	8/21/2015	Email to the Principal and Instructional Coach, In-person conversations	one-time
G1.B1.S1.MA3	Participate in the professional development and provide feedback to teachers as necessary.	Coleman, Melissa	8/17/2015	Agenda, Sign in, Warmup and Exit Tickets	6/10/2016 weekly
G2.MA1	Student grades and standardized test scores in all content areas will be analyzed to determine effectiveness of the second goal.	Coleman, Melissa	6/11/2016	Evidence includes meeting notes detailing discussions surrounding student grades and standardized test results.	one-time
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	8/11/2015	Evidence includes student grades and MTSS meeting notes.	6/12/2016 daily
G2.B1.S1.MA1	The MTSS team will meet once a week on Friday mornings to monitor student standards mastery and grades before, during, and after intervention and adjust the intervention services as needed.	Collins, Susan	8/11/2015	Evidence includes meeting notes and walk throughs.	6/12/2016 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.

G1. If teachers increase planning and use of instructional materials to align to state and Cambridge standard specifications in all content areas, teacher observation scores in DQ1 will improve from an average score of 3.02 to an average score of 3.25 by the end of the 2015-2016 school year, thereby increasing student achievement.

G1.B1 There is currently not enough time during the school day devoted to training teachers on how to cooperatively analyze item specifications aligned to Florida State and/or Cambridge International standards, use technology as a support in planning and delivery, and convey understanding of item specifications when planning using a new Lesson Design Framework.

G1.B1.S1 Q.I. Roberts Jr.-Sr. High School will establish a structure to devote time to train teachers.

PD Opportunity 1

The currently established professional development team will implement the professional development focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.

Facilitator

Dr. Melissa Coleman, Bryan Helms, Kristin Carroll

Participants

All teachers and Instructional Assistants

Schedule

Monthly, from 9/22/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	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 aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.	\$0.00
2	G1.B1.S1.A2	The currently established professional development team will share the professional development calendar, resources, and professional development materials focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.	\$0.00
3	G1.B1.S1.A3	The currently established professional development team will implement the professional development focused on aligning course materials to Florida standards and/or Cambridge International standards, using technology to support instructional delivery, and portraying alignment within the structure of the Lesson Design Template.	\$0.00
4	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.	\$0.00
5	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.	\$0.00
6	G2.B1.S1.A3	The administrative team will set aside time during the school day for weekly MTSS meetings on Friday afternoons.	\$0.00
7	G2.B1.S1.A4	The MTSS team will provide support to teachers to enhance in-classroom interventions.	\$0.00
8	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.	\$0.00
Total:			\$0.00