

Q.I. Roberts Jr. Sr. High School

901 STATE ROAD 100, Florahome, FL 32140

qir.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 7-12	Yes	59%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	C	C

**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 is pending approval by the Putnam County School Board.

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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Q.I. Roberts Jr. Sr. High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 built upon a culture of respect and ethical behaviors. This year we have enhanced our character focus through a new Knight's Code. The code focuses on three character traits we as a school community have identified as being most crucial and in line with our mission statement. Our Knight's Code emphasizes: Quality, Integrity, & Respect. These 3 Knight's Code expectations serve as our school-wide expectations. Unifying as a school community on these expectations will assist teachers and students with a common focus. Additionally, as part of our district's PBS initiative, each month is devoted to promoting a district-wide character trait. The school administration writes and delivers a personalized character message to all faculty and staff each morning on the morning announcements. On Monday Morning, all staff and students view a MMM (Monday Morning Message). This MMM is a video message with encouraging positive thoughts and information. The MMM is designed to be unifying and visually stimulating. The Digital Knights group will eventually take over the MMM. A student of the month and students who display extraordinary character or academic excellence are also highlighted in the mornings on the announcements and or in the MMM. Teachers continue fostering positive relationships with students in their classroom through classroom structures which include classroom level rewards. Finally, teachers and students build relationships during our non-academic advisement period. This advisement period is coded with different course codes depending on the grade level, but the time is divided into advisement, leadership club and interest clubs. Each student selects two clubs to compliment their advisement period. These clubs include more than 30 different interest areas and give a venue for students and staff to build relationships outside of the academic arena.

b. 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 positive character traits facilitates this culture. Adults are posted on duty in all common areas. 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.

c. 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 were trained during pre-planning on the protocols to ensure that the procedures are followed consistently. The guidance counselor coordinates parent conferences, and phone calls home from staff are encouraged to involve the students' families at all phases of the behavior process. An MTSS Coordinator, Catherine Walker, oversees the process at the school. A Dean, Karl Wendell, and Assistant Principal, Kim Baggs, assist Mrs. Walker when needed in order to follow through with protocol enforcement.

d. 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 the grade level teachers, an administrator or a guidance counselor, and a curriculum coach. Grade Level Professional Learning Communities serve a dual purpose in not only tracking academic issues across the grade level, but they serve to identify potential barriers to learning from other EWS data as well as anecdotal data from the team. These MTSS meetings to discuss student needs and establish procedures to address student needs. Students identified as needing support are given one-on-one or group counseling sessions with the guidance counselor. Students are also placed on a daily or weekly check-in program with a faculty mentor when needed. When a deeper level of counseling is needed, students are referred to Stewart Marchman Act. Through SMA students can receive on-site counseling services. If the support needs are greater, off-campus counseling and medication management assistance are also an option through SMA. The school personnel work closely with parents and members of the community to support student social-emotional needs.

3. 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).

a. 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. Referrals would also be monitored should we have statistically significant data.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	3	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	22	7	6	16	7	59

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. 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 the school MTSS Coordinator, Catherine Walker. With assistance from our data clerk, Ms. Walker reviews 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The overarching target is to increase the number of parents actively engaged with the school. While we would like to increase the number of parents attending SIP Meetings and SIP/SAC Meetings, we realize most of our parents work and it's difficult for them to attend meetings on a monthly basis. Technology will allow us to involve parents in a non-traditional way. As we increase the output of information related to the activities at QIR, technology is allowing parents and guardians to respond digitally and still voice their input. Increasing parental involvement in all facets of the school environment will foster each student's academic success.

2. 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 SAC committee. Parents and community members are encouraged to join these committees to support the school and student achievement. The school Cambridge coordinator also conducts 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.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Piazza, Mary	Principal
Wilhite, Jana	Other
Baggs, Kim	Assistant Principal
Symonds, Amber	Instructional Coach

b. Duties

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

Catherine Walker, guidance counselor and MTSS Coordinator, ensures compliance with MTSS procedures, trains teachers, coordinates with ESE and MTSS district office staff

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

Karl Wendell- ESE Contact and support. Dean in charge of monitoring attendance-related student issues.

Amber Symonds-CRT who provides data to all MTSS members, attends PLC meetings, writes progress monitoring plan for all level 1 students, oversees growth plans.

Jana Wilhite-Cambridge Coordinator who also serves as testing coordinator.

Tori Wormuth- Data Clerk responsible for among other things, filing MTSS paperwork in the file room

Penny Surrency- School Psychologist who assists with implementing MTSS strategies for Tier 3 students.

2. 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 Monday 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. Representatives from the team meet with all teachers twice a month through PLCs to review instructional strategies that focus on data-driven instruction and rigor. Sub-areas for focus are: critical content, use of goals and scales and using critical thinking.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelsey Wendell	Student
Karl Wendell	Parent
Sarah Cumbus	Education Support Employee
Jana Wilhite	Parent
Lucca Piazza	Student
Mary Piazza	Principal
John Lingg	Student
Sara McDaniels	Parent
Julie Sloan	Parent
Barbara Bunch	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC participated in evaluating last year's school improvement plan & 5 Essentials Data

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

No funds are available

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Baggs, Kim	Assistant Principal
Hudson, Kristin	Teacher, K-12
Piazza, Mary	Principal
Symonds, Amber	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Our major initiative this year include more cognitively complex discussion and writing assignments. Other initiatives include coaching teachers in the use of Marzano Best Practices.

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning sessions are scheduled on rotations. PLCs are run by the CRT with a department chair named for each department. Each PLC meets weekly to design lesson plans, discuss assessments, study standards, and work on instructional initiatives. The Department Chairs also serve on a leadership team that meets periodically discuss instructional initiatives. The entire faculty meets monthly in whole-school PLCs to perfect instructional techniques and collaborate on instructional strategies.

2. 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 various venues. 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 new teacher PLC meetings once a month.

3. 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.

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 subject area teams for curricular support, and departmental support through professional learning communities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 reviewed by administrators at the school in order to ensure alignment to Florida standards.

b. Instructional Strategies

1. 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 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. Students having difficulty attaining proficiency or advanced levels on state assessments are placed into MTSS.

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Lesson Plan 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.

2. 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:

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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Symonds, Amber, asymonds@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 tutoring with their teachers after school.

2. Student Transition and Readiness

a. 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).

1. 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 a prescribed sequence of college-level Cambridge classes. These classes help prepare students for successful entry to and completion of post-secondary 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.

b. College and Career Readiness

1. 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, 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.

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

The Cambridge curriculum places a strong emphasis on cross-curricular integration and providing students with real-world applications. Teachers are trained in the Cambridge curriculum.

3. 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 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 placed in MTSS.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

QIR is an "A" school with acceptable performance on standardized testing; however, there are some areas for growth that the school faculty & community has identified:

1. Essential Area: Ambitious Instruction. 5 Essentials data from SY 2016 shows there is inconsistency in perception of cognitively complex instruction and tasks across content areas and grade levels. This growth area is also supported by weaker passing rates on Algebra EOC (SY16 - 58% pass rate), Geometry EOC (SY16 - 61% pass rate), Algebra II EOC (SY16 - 29% pass rate) and AICE Math Assessment (SY16 - 5% pass rate), as well as some other AICE Exam pass rates.
2. Effective Leadership. Based on our 5 Essentials Data from SY 2016, there is a need for growth at QIR in the perception of Effective Leadership.

B. 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.

High Levels of rigor and implementation of cognitively complex instruction, requires both content knowledge (DQ 6 Critical Content) and pedagogy. 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 and Design Question 21 or 22 was identified as an area of

focus for teacher growth plans for the school year 2016-17.

2. The perception of effective leadership can be improved by various collaborative structures that allow teachers, parents and students to give input in decision making. According to the 5 Essentials Report, in schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

C. Strategic Goals

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 the school leadership team implements monitoring structures with feedback that encourages ambitious instruction across grade levels, then teachers will reflect on their practice and adjust instruction so that rigor and independence are fostered, so that the students will demonstrate content mastery.
- G2.** If Q. I. Roberts principal encourages positive, collaborative communication regarding teaching philosophy, instructional practices and professional development, then teachers will be able to facilitate productive learning environments so that the students will be able to flourish with a unified vision and excel academically while developing perseverance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the school leadership team implements monitoring structures with feedback that encourages ambitious instruction across grade levels, then teachers will reflect on their practice and adjust instruction so that rigor and independence are fostered, so that the students will demonstrate content mastery. 1a

G084693

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0
Algebra II EOC Pass Rate	40.0
5Es Score: Math Instruction	65.0
Geometry EOC Pass Rate	70.0

Targeted Barriers to Achieving the Goal 3

- There is currently not enough time devoted to coaching teachers on how to plan and implement lessons that incorporate practice with cognitively complex tasks involving assessed critical content that is identified with a goal and assessed via a scale.

Resources Available to Help Reduce or Eliminate the Barriers 2

- New resources this year specific to this goal are: New Targeted Feedback PD for Coaches and Administrators, new Iready assessment for 7th and 8th graders. Resources also include: Cambridge and Florida standards, textbooks and online curriculum resources, professional development materials, the Marzano evaluation system Iobserve, FAIR assessments, a comfortable PLC room, common planning time, 1:1 student chrome books, google classroom access, and a strong school academic press culture.

Plan to Monitor Progress Toward G1. 8

Data will be analyzed and feedback provided.

Person Responsible

Mary Piazza

Schedule

Weekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

iObservation data for teachers and state & AICE assessments for students

G2. If Q. I. Roberts principal encourages positive, collaborative communication regarding teaching philosophy, instructional practices and professional development, then teachers will be able to facilitate productive learning environments so that the students will be able to flourish with a unified vision and excel academically while developing perseverance. 1a

G084694

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	85.0
5Es Score: Effective Leadership	85.0
5Es Score: Teacher-Principal Trust	85.0

Targeted Barriers to Achieving the Goal 3

- A potential barrier could be a lack of understanding from students and parents regarding the difference between learning and grades. Parents want their students to get A's but for us to truly offer instruction with cognitively complex tasks, some students will struggle. Parents will need to be patient and trust the teachers and their child to persevere and develop time management and grit.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The resources include a district MTSS plan to support students who struggle, a motivated and supportive faculty, a strong PLC system, and the School Messenger system allowing communication with parents.

Plan to Monitor Progress Toward G2. 8

Every two months the principal will administer a teacher feedback survey to monitor progress toward the goal from the teacher's perspective.

Person Responsible

Mary Piazza

Schedule

Every 2 Months, from 10/18/2016 to 2/21/2017

Evidence of Completion

Google form survey 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

 = Problem Solving Step  S123456 = Quick Key

G1. If the school leadership team implements monitoring structures with feedback that encourages ambitious instruction across grade levels, then teachers will reflect on their practice and adjust instruction so that rigor and independence are fostered, so that the students will demonstrate content mastery. **1**

G084693

G1.B1 There is currently not enough time devoted to coaching teachers on how to plan and implement lessons that incorporate practice with cognitively complex tasks involving assessed critical content that is identified with a goal and assessed via a scale. **2**

B225181

G1.B1.S1 Q.I. Roberts Jr.-Sr. High School will establish strategies and devote time to giving targeted feedback to teachers for 3 areas of their practice. The 3 areas are identified on the Marzano Learning Map: DQ 1: Goals & Scales, DQ 6 Critical Content, and DQ 21/22. **4**

S237555

Strategy Rationale

Teachers need feedback in a growth oriented framework.

Action Step 1 **5**

The administrative team, along with support from department heads, will develop a collaborative Professional Development Day training.

Person Responsible

Amber Symonds

Schedule

On 10/17/2016

Evidence of Completion

The evidence includes the agenda, and a sign in sheet for attendance. There will also be an exit slip giving feedback on the training (Google Form).

Action Step 2 **5**

PLCs to extend coaching and PD in the 3 focus areas.

Person Responsible

Amber Symonds

Schedule

Weekly, from 8/29/2016 to 5/4/2017

Evidence of Completion

Evidence will be PLC Meeting Form Data (Google forms), the schedule as evidenced on the QIR Google Calendar, and Coaching Log.

Action Step 3 5

Targeted Feedback Coaching Cycle Structure

Person Responsible

Amber Symonds

Schedule

Weekly, from 9/27/2016 to 5/4/2017

Evidence of Completion

The evidence is the Coaching Log.

Action Step 4 5

New Teacher PLCs

Person Responsible

Kim Baggs

Schedule

Monthly, from 9/19/2016 to 4/24/2017

Evidence of Completion

Schedule, shown on QIR Google Calendar, Beginning teacher plan completion, sign in sheets, and notes from the meetings.

Action Step 5 5

Coaching and Evaluative Feedback from Administrators through the lobserve System.

Person Responsible

Mary Piazza

Schedule

Weekly, from 9/26/2016 to 3/31/2017

Evidence of Completion

Data from lobserve.

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

Principal will check progress and provide assistance as needed for all staff as they implement action steps 1-5.

Person Responsible

Mary Piazza

Schedule

Weekly, from 8/29/2016 to 5/4/2017

Evidence of Completion

Emails or collection of artifacts on Google drive.

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

The principal & assistant principal will conduct walkthroughs, informals and formal observations. They will review the data, share exemplars with the faculty, and provide teachers with verbal and written feedback regarding implementation.

Person Responsible

Mary Piazza

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Marzano walkthroughs showing growth or proficiency, emails and other artifacts and photos.

G2. If Q. I. Roberts principal encourages positive, collaborative communication regarding teaching philosophy, instructional practices and professional development, then teachers will be able to facilitate productive learning environments so that the students will be able to flourish with a unified vision and excel academically while developing perseverance. 1

G084694

G2.B1 A potential barrier could be a lack of understanding from students and parents regarding the difference between learning and grades. Parents want their students to get A's but for us to truly offer instruction with cognitively complex tasks, some students will struggle. Parents will need to be patient and trust the teachers and their child to persevere and develop time management and grit. 2

B225182

G2.B1.S1 Q.I. Roberts Jr.-Sr. High School will implement AIM and 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

S237556

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

AIM will be implemented as an initial step prior to placing a student in the MTSS process. Our guidance counselor Catherine Walker will be heading up our MTSS system with support from CRT Amber Symonds.

Person Responsible

Amber Symonds

Schedule

Weekly, from 10/3/2016 to 5/25/2017

Evidence of Completion

Evidence includes a Google AIM forms, and MTSS documentation.

Action Step 2 5

The CRT will support the MTSS process by providing support to teachers to enhance in-classroom interventions.

Person Responsible

Amber Symonds

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence includes growth plans and coaching logs documentation.

Action Step 3 5

Communication and collaboration will be enhanced. 1. Between staff and administration. Administration will involve staff in decision making through consensus building meetings. 2. Parents will be informed of critical initiatives with grading and school policy, their input will be sought, and ultimately a positive climate will be fostered.

Person Responsible

Mary Piazza

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Call out logs from School Messenger system to verify positive communication. Emails. Parent Meetings and survey data.

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

Principal will check weekly on AIM documentation and MTSS progress.

Person Responsible

Mary Piazza

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

AIM Google Forms & MTSS documentation.

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 AIM & MTSS process at Q.I. Roberts Jr.-Sr. High School.

Person Responsible

Mary Piazza

Schedule

Biweekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Evidence includes growth in student grades following AIM or MTSS involvement.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A307108	The administrative team, along with support from department heads, will develop a collaborative...	Symonds, Amber	10/17/2016	The evidence includes the agenda, and a sign in sheet for attendance. There will also be an exit slip giving feedback on the training (Google Form).	10/17/2016 one-time
G2.MA1 M313355	Every two months the principal will administer a teacher feedback survey to monitor progress toward...	Piazza, Mary	10/18/2016	Google form survey data	2/21/2017 every-2-months
G1.B1.S1.A5 A307112	Coaching and Evaluative Feedback from Administrators through the lobserve System.	Piazza, Mary	9/26/2016	Data from lobserve.	3/31/2017 weekly
G1.B1.S1.A4 A307111	New Teacher PLCs	Baggs, Kim	9/19/2016	Schedule, shown on QIR Google Calendar, Beginning teacher plan completion, sign in sheets, and notes from the meetings.	4/24/2017 monthly
G1.MA1 M313352	Data will be analyzed and feedback provided.	Piazza, Mary	8/29/2016	iObservation data for teachers and state & AICE assessments for students	4/28/2017 weekly
G1.B1.S1.A2 A307109	PLCs to extend coaching and PD in the 3 focus areas.	Symonds, Amber	8/29/2016	Evidence will be PLC Meeting Form Data (Google forms), the schedule as evidenced on the QIR Google Calendar, and Coaching Log.	5/4/2017 weekly
G1.B1.S1.A3 A307110	Targeted Feedback Coaching Cycle Structure	Symonds, Amber	9/27/2016	The evidence is the Coaching Log.	5/4/2017 weekly
G1.B1.S1.MA1 M313351	Principal will check progress and provide assistance as needed for all staff as they implement...	Piazza, Mary	8/29/2016	Emails or collection of artifacts on Google drive.	5/4/2017 weekly
G2.B1.S1.A1 A307113	AIM will be implemented as an initial step prior to placing a student in the MTSS process. Our...	Symonds, Amber	10/3/2016	Evidence includes a Google AIM forms, and MTSS documentation.	5/25/2017 weekly
G2.B1.S1.MA1 M313353	Student grades in core academic courses will be monitored before, during, and after participation...	Piazza, Mary	9/26/2016	Evidence includes growth in student grades following AIM or MTSS involvement.	5/26/2017 biweekly
G2.B1.S1.MA1 M313354	Principal will check weekly on AIM documentation and MTSS progress.	Piazza, Mary	9/26/2016	AIM Google Forms & MTSS documentation.	5/26/2017 weekly
G1.B1.S1.MA1 M313350	The principal & assistant principal will conduct walkthroughs, informals and formal observations....	Piazza, Mary	9/26/2016	Marzano walkthroughs showing growth or proficiency, emails and other artifacts and photos.	5/26/2017 weekly
G2.B1.S1.A2 A307114	The CRT will support the MTSS process by providing support to teachers to enhance in-classroom...	Symonds, Amber	10/3/2016	Evidence includes growth plans and coaching logs documentation.	5/26/2017 weekly
G2.B1.S1.A3 A307115	Communication and collaboration will be enhanced. 1. Between staff and administration....	Piazza, Mary	8/29/2016	Call out logs from School Messenger system to verify positive communication. Emails. Parent Meetings and survey data.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. If the school leadership team implements monitoring structures with feedback that encourages ambitious instruction across grade levels, then teachers will reflect on their practice and adjust instruction so that rigor and independence are fostered, so that the students will demonstrate content mastery.

G1.B1 There is currently not enough time devoted to coaching teachers on how to plan and implement lessons that incorporate practice with cognitively complex tasks involving assessed critical content that is identified with a goal and assessed via a scale.

G1.B1.S1 Q.I. Roberts Jr.-Sr. High School will establish strategies and devote time to giving targeted feedback to teachers for 3 areas of their practice. The 3 areas are identified on the Marzano Learning Map: DQ 1: Goals & Scales, DQ 6 Critical Content, and DQ 21/22.

PD Opportunity 1

The administrative team, along with support from department heads, will develop a collaborative Professional Development Day training.

Facilitator

Amber Symonds, with support from Administrators and teacher leaders.

Participants

All QIR Faculty.

Schedule

On 10/17/2016

PD Opportunity 2

PLCs to extend coaching and PD in the 3 focus areas.

Facilitator

Amber Symonds

Participants

All faculty: grouped by subject areas and grade levels.

Schedule

Weekly, from 8/29/2016 to 5/4/2017

PD Opportunity 3

Targeted Feedback Coaching Cycle Structure

Facilitator

Amber Symonds

Participants

Math Teachers, and then other teacher groups TBD

Schedule

Weekly, from 9/27/2016 to 5/4/2017

PD Opportunity 4

New Teacher PLCs

Facilitator

Kim Baggs

Participants

All new FL teachers: Whittaker, Chao, Zarczynski, Tobin, Gonzales, and Hernandez.

Schedule

Monthly, from 9/19/2016 to 4/24/2017

PD Opportunity 5

Coaching and Evaluative Feedback from Administrators through the lobserve System.

Facilitator

Mary Piazza

Participants

All teachers

Schedule

Weekly, from 9/26/2016 to 3/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The administrative team, along with support from department heads, will develop a collaborative Professional Development Day training.	\$0.00
2	G1.B1.S1.A2	PLCs to extend coaching and PD in the 3 focus areas.	\$0.00
3	G1.B1.S1.A3	Targeted Feedback Coaching Cycle Structure	\$0.00
4	G1.B1.S1.A4	New Teacher PLCs	\$0.00
5	G1.B1.S1.A5	Coaching and Evaluative Feedback from Administrators through the lobserve System.	\$0.00
6	G2.B1.S1.A1	AIM will be implemented as an initial step prior to placing a student in the MTSS process. Our guidance counselor Catherine Walker will be heading up our MTSS system with support from CRT Amber Symonds.	\$0.00
7	G2.B1.S1.A2	The CRT will support the MTSS process by providing support to teachers to enhance in-classroom interventions.	\$0.00
8	G2.B1.S1.A3	Communication and collaboration will be enhanced. 1. Between staff and administration. Administration will involve staff in decision making through consensus building meetings. 2. Parents will be informed of critical initiatives with grading and school policy, their input will be sought, and ultimately a positive climate will be fostered.	\$0.00
Total:			\$0.00