

Putnam County School District

Q.I. Roberts Jr. Sr. High School



2017-18 School Improvement Plan

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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 7-12	Yes	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Q.I. Roberts Jr. Sr. High School

DA Region and RED	DA Category and Turnaround Status
Northeast -	Not In DA - 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. Last year we increased 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. They unify our school community providing 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. Students who display extraordinary character or academic excellence are also recognized monthly. Teachers continue fostering positive relationships with students in their classroom through classroom structures which include classroom level rewards. Additionally this year we are restructuring our advisement period, called Knight's Club. This group will convene for the 1st 10 days of school and then twice a month thereafter. Icebreakers and relationship building will occur the first 10 days, but we will also begin student tracking of goals which will be followed up each quarter as grades come out.

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 in the morning, afternoon and during Power hour lunch. Student behavior incidents are rare at the school, and 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

Our climate of high expectations and our PBS system make discipline issues rare. 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, Kelley Prince, oversees the process at the school. A Dean, Jana Wilhite and Assistant Principal, Kim Baggs, assist Mrs. Prince 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 levels, but they serve to identify potential barriers to learning from other EWS data as well as anecdotal data from the team. These MTSS meetings are a venue 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

We monitor the early warning indicators including student attendance below 90%, course failures in ELA or Math, level 1 score on FSA or EOC, and referrals. The data below reflects last year's EWS indicators.

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	18	9	12	13	11	18	81
One or more suspensions	0	0	0	0	0	0	0	3	1	2	1	1	3	11
Course failure in ELA or Math	0	0	0	0	0	0	0	1	2	2	8	1	4	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	12	25	19	27	4	90

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	2	1	6	6	4	3	22

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, Kelley Prince. With assistance from our data clerk, Ms. Prince reviews weekly, or every 4.5 weeks, 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 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 support the school and student achievement. Various club sponsors, coaches, etc from QIR 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. Our school has partnered with various organizations including:

1. Local Audubon Society, we house special bird houses for endangered birds on our property
2. National recycling organization
3. Local Rotary
4. Various businesses

C. Effective Leadership

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

Mary Wood Piazza- principal. Direct liason to district. Responsible for overseeing all aspects of the school.

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

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
Karl Wendell	Parent
Lucca Piazza	Student
Mary Piazza	Principal
Barbara Bunch	Parent
Kelley Prince	Teacher
Penelope Snider	Parent
Aimee Olmstead	Parent
Diane Pickering	Parent
Danielle Jolley	Parent
Kim Baggs	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC participated in evaluating last year's school improvement plan & 5 Essentials Data on Thurs. Sept. 28, 2017.

b. Development of this school improvement plan

The SAC participated in the development of the plan on Sept. 28 and then conducted a final review and vote between Sept. 30-Oct. 10, 2017. Vote returned 100% agreement on new goal and plan.

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

The SAC participates in reviewing the school's annual budget/plan on Sept. 28, 2017.

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 across all curriculum areas (critical Content). Additionally, we are initiating a Great Books Reading Incentive Program this year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Collaborative PLC sessions are scheduled on rotations. PLCs are run by the CRT. Each PLC meets weekly to design lesson plans, discuss assessments, study standards, and work on 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 the leadership team will work to develop existing staff skills and to build a community of teacher learners.

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 Standards and Cambridge AICE 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 review 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 assigned to tutoring during Power Hour. Ultimately, when the tutoring is not successful, students placed into MTSS for more in-depth monitoring and intervention.

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 tutoring and remediation sessions during our Power Hour lunch.

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 tutoring and remediation during our Power Hour. Our Power Hour is an hour built into the middle of the school day. This replaces after school tutoring.

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 either mandated to attend tutoring or invited optionally.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prior to school starting, all incoming QIR new students attend a special orientation event called "Meet the Knights." Meet the knights 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, college recruitment representative presentations, and student information sessions on career planning, college scholarships, and goal-setting. Career Academy teachers such as the Agriculture/ Vet Assisting teacher plan lessons

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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.

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 structures and policies that encourage ambitious instruction across grade levels, then teachers will plan and implement engaging lessons following the cycle of effective instruction, so that students will demonstrate achievement and growth

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 structures and policies that encourage ambitious instruction across grade levels, then teachers will plan and implement engaging lessons following the cycle of effective instruction, so that students will demonstrate achievement and growth **1a**

G098132

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	85.0
Algebra I EOC Pass Rate	77.0
FSA Mathematics Achievement	61.0
Bio I EOC Pass	89.0
Civics EOC Pass	95.0
ELA/Reading Gains	62.0
Math Gains	42.0
ELA/Reading Lowest 25% Gains	52.0
Math Lowest 25% Gains	42.0

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**

- Resources include: Cambridge and Florida standards, textbooks and online curriculum resources, professional development materials, the Marzano evaluation system lobserve, a comfortable PLC room, Additionally planning time during Power Hour lunch, 1:1 student chrome books, google classroom and Canvas 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 8/29/2017 to 4/28/2018

Evidence of Completion

iObservation data for teachers and state & AICE assessments for students

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 the school leadership team implements structures and policies that encourage ambitious instruction across grade levels, then teachers will plan and implement engaging lessons following the cycle of effective instruction, so that students will demonstrate achievement and growth **1**

G098132

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**

B263952

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 (cognitively complex tasks). **4**

S279583

Strategy Rationale

Teachers need feedback in a growth oriented framework.

Action Step 1 **5**

The administrative team will give coaching, pd and targeted feedback during weekly PLCs and during MDR (Midpoint Data Reviews).

Person Responsible

Amber Symonds

Schedule

On 9/4/2018

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 8/29/2017 to 5/4/2018

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 9/27/2017 to 5/4/2018

Evidence of Completion

The evidence is the Coaching Log.

Action Step 4 5

New Teacher PLCs

Person Responsible

Kim Baggs

Schedule

Monthly, from 9/19/2017 to 4/24/2018

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 9/26/2017 to 3/31/2018

Evidence of Completion

Data from lobserve.

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

Principal and Assistant 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 8/29/2017 to 5/4/2018

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 9/26/2017 to 5/26/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A5  A376813	Coaching and Evaluative Feedback from Administrators through the lobserve System.	Piazza, Mary	9/26/2017	Data from lobserve.	3/31/2018 weekly
G1.B1.S1.A4  A376812	New Teacher PLCs	Baggs, Kim	9/19/2017	Schedule, shown on QIR Google Calendar, Beginning teacher plan completion, sign in sheets, and notes from the meetings.	4/24/2018 monthly
G1.MA1  M407682	Data will be analyzed and feedback provided.	Piazza, Mary	8/29/2017	iObservation data for teachers and state & AICE assessments for students	4/28/2018 weekly
G1.B1.S1.MA1  M407681	Principal and Assistant Principal will check progress and provide assistance as needed for all...	Piazza, Mary	8/29/2017	Emails or collection of artifacts on Google drive.	5/4/2018 weekly
G1.B1.S1.A2  A376810	PLCs to extend coaching and PD in the 3 focus areas.	Symonds, Amber	8/29/2017	Evidence will be PLC Meeting Form Data (Google forms), the schedule as evidenced on the QIR Google Calendar, and Coaching Log.	5/4/2018 weekly
G1.B1.S1.A3  A376811	Targeted Feedback Coaching Cycle Structure	Symonds, Amber	9/27/2017	The evidence is the Coaching Log.	5/4/2018 weekly
G1.B1.S1.MA1  M407680	The principal & assistant principal will conduct walkthroughs, informals and formal observations....	Piazza, Mary	9/26/2017	Marzano walkthroughs showing growth or proficiency, emails and other artifacts and photos.	5/26/2018 weekly
G1.B1.S1.A1  A376809	The administrative team will give coaching, pd and targeted feedback during weekly PLCs and during...	Symonds, Amber	9/4/2017	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).	9/4/2018 one-time

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 structures and policies that encourage ambitious instruction across grade levels, then teachers will plan and implement engaging lessons following the cycle of effective instruction, so that students will demonstrate achievement and growth

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 (cognitively complex tasks).

PD Opportunity 1

The administrative team will give coaching, pd and targeted feedback during weekly PLCs and during MDR (Midpoint Data Reviews).

Facilitator

Amber Symonds, with support from Administrators and teacher leaders.

Participants

All QIR Faculty.

Schedule

On 9/4/2018

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 8/29/2017 to 5/4/2018

PD Opportunity 3

Targeted Feedback Coaching Cycle Structure

Facilitator

Amber Symonds

Participants

Math Teachers, and then other teacher groups TBD

Schedule

Weekly, from 9/27/2017 to 5/4/2018

PD Opportunity 4

New Teacher PLCs

Facilitator

Kim Baggs

Participants

All new teachers: Mr. Lewandowski.

Schedule

Monthly, from 9/19/2017 to 4/24/2018

PD Opportunity 5

Coaching and Evaluative Feedback from Administrators through the lobserve System.

Facilitator

Mary Piazza

Participants

All teachers

Schedule

Weekly, from 9/26/2017 to 3/31/2018

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 will give coaching, pd and targeted feedback during weekly PLCs and during MDR (Midpoint Data Reviews).	\$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
Total:			\$0.00