

Lake Asbury Junior High School

2851 SANDRIDGE RD, Green Cove Springs, FL 32043

<http://laj.oneclay.net>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

27%

School Grades History

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

School Board Approval

This plan is pending approval by the Clay 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

At Lake Asbury Junior High teachers help students embrace student diversity and validate the cultural identity of students. In doing so, classrooms that model tolerance and appreciation of student differences are created.

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

The goal of Lake Asbury Junior High is to create an atmosphere of learning in an environment that values safety, discipline and civility. Helping to create good order and discipline is a team effort. Order and respect established through firm, fair, and reasonable discipline have proven to be key ingredients in a successful school.

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 Foundations team meets on a regular basis to discuss discipline, procedures, and safety within the school. Administration also meets on a weekly basis to discuss discipline, safety, and school concerns as it relates to the school environment.

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

Based on our early warning system information, we have identified students who have 2 or more indicators for our tutoring/ mentoring program. We have met with each of the students individually and created a plan to help the students be more successful at school. The identified students have also met with the guidance counselors to discuss, attendance, grades, discipline, and testing.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The early warning system will include the following early warning indicators:

- a. Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics
- d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	6	15	21
One or more suspensions	7	20	27
Course failure in ELA or Math	5	24	29
Level 1 on statewide assessment	5	14	19

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	7	27	34

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

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Lake Asbury Junior High has a variety of different ways to build positive relationships with families to increase involvement. Teachers are readily accessible through conferences, email, and classroom websites. Our new communication plan is using social media to inform and document events happening within the school. We listen to families and invite them to share ideas through surveys and the School Advisory Council. Parents can check their child's progress at anytime by logging into Focus Parent Portal.

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

Community and parental involvement are vital parts of the educational process at Lake Asbury Junior High. They are helping children achieve success. Lake Asbury Junior High is thankful for the many volunteers who document thousands of hours in our schools each year and we could not do without the businesses and community organizations that participate in the "Partners in Education" program, which helps to provide our children with quality education. We recruit businesses through our parent night, flyers, and our Facebook page. We sustain partnerships by giving them input into our school policies and procedures. Together, we are helping Clay County's youngsters pursue their dreams and gather the knowledge they need to compete in today's world. These organizations donate time, resources, and knowledge for today's youth.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Richardson, Cathy	Principal
Ayers, Carolyn	Assistant Principal
Burke, David	Assistant Principal
King, Bonnie	Instructional Coach
Love, Elise	Teacher, ESE

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All 7th and 8th grade students will take a benchmark assessment 4 times per year. The school-based leadership team will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. The Reading Coach at LAJH and support facilitator will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ed Swenson	Teacher
Cathy Richardson	Principal
Jim Crosby	Teacher
Katie Guzman	Teacher
Meg Sieruta	Teacher
Joyce Aldrige	Education Support Employee
Jenny Bell	Parent
Sherri Forkey	Parent
Mack Styudivant	Parent
Diane Salazar	Parent
Heather McVey	Parent
Brenda Crotts	Parent
Ashley Reedy	Parent

Duties

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

Evaluation of last year's school improvement plan

Within our school district we received a school grade of A. We have the most opportunity for growth in the areas of bottom 25% Reading and % meeting high standards in Writing. In Reading, we were -16.1 behind other schools in comparable cohorts within the state. We were -14.3 behind comparable cohort schools for meeting high standards in Writing. In our district, we performed 6 percentage points higher than the comparison schools in the areas of Math, bottom 25% in Math, and Science.

Development of this school improvement plan

Members of the SAC collaborate with each department in the writing of the School Improvement Plan. The SAC reviews school performance data, determines causes of low performances and advises the school on its School Improvement Plan.

Preparation of the school's annual budget and plan

There are five scheduled meetings throughout the year. During the various meetings, we discuss the school budget, results of climate survey, and review/discuss and decide on request for funds from various staff members.

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

School planners - \$3200
Scantrons for semester and year-end test \$200
Copier for ESE/Guidance department - \$1400
Computers for Reading lab - \$3125

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Richardson, Cathy	Principal
Ayers, Carolyn	Assistant Principal
King, Bonnie	Instructional Coach
Love, Elise	Teacher, ESE
Eaton, Pamela	Teacher, K-12
Crosby, Jim	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. Content-area literacy instruction which include vocabulary instruction, close reading of complex text, text-dependent questioning strategies
2. Academic conversation strategies which include student engagement, student-centered classroom discussion
3. Content-area writing strategies which include 6 plus 1 traits of writing and answering text-dependent questions via ACE.
4. Implement the standards for mathematical literacy into the classroom.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

We have department meetings and weekly Professional Learning Communities. During the Professional Learning Communities teachers collaborate with others about curriculum, students, and teaching ideas. Teachers innovate using writing in all courses to validate thinking. They engage students in strategies that allow students to read, talk, and write during the entire school day to further their understanding through the use of the framework for intentional and targeted teaching. Teachers empower and strengthen Professional Learning Communities by implementing a one hour per week collaborative planning time for instructional staff.

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

Available positions for Lake Asbury Junior High are posted on the county's Human Resource website. The principal reviews all candidates and those that meet the required criteria are scheduled for an interview. A standard questionnaire is used for each applicant that covers all areas of teaching from planning, technology, communications, classroom management and others.

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

At the beginning of each school year, we provide a breakfast and overview of the school's procedures and policies. Also, each department head is present so they can spend time with the new teacher. If it is a new teacher or a veteran teacher new to our school, we assign them to a teacher who they can meet with and ask questions as they come up. We have several meetings with new teachers to discuss items such as posting grades, classroom management, various procedures for Lake Asbury Junior High and allow them to ask questions or share concerns.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Administration, instructional coaches, and the support facilitator all visit classrooms on a daily basis to ensure fidelity in Florida standards are being taught at Lake Asbury Junior High.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Lake Asbury junior high uses small group instruction, Kagan engagement strategies, PLC logs, technology with Discovery Education, Mathia (Carnige Learning), Achieve 3000, Algebra Nation, Advances/Gifted/Standard classes, Tiger Team (self-contained ESE that follows grade level curriculum) to differentiate instruction to meet the diverse needs of students.

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: 2,400

Students are identified by teachers needing additional instruction in core academic subjects. Personal invitations are sent to parents informing of this opportunity and requesting their child participates in this tutoring. Teachers are available to assist students in Language Arts, Math Science, and Social Studies. Students meet Tuesday afternoons and Wednesday mornings for 1 hour sessions either before or after school. This occurs from December 2nd, 2014 - April 29th, 2015 (20 weeks).

Strategy Rationale

To give students an opportunity to complete missing assignments for classwork and provide support for students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ayers, Carolyn, caayers@oneclay.net

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

Each teacher will monitor their students' progress through teacher made assessments, Performance Matters, and other formal and informal assessments provided throughout the school year.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming 6th graders from our feeder elementary schools are provided articulation days via the guidance department. Students are provided a tour of our school and guidance counselors incorporate information sessions for these students about expectations for junior high. The Moving Up program provides 3 summer sessions for students to attend to become familiar with campus layout and expectations.

We provide orientation night and have the students travel through their schedule to learn where their classes are. We also provide administration meetings to discuss rules and expectations of junior high. Teachers review the student code of conduct with students so they understand the expectations of the school. Guidance counselors also have meetings with the students to help with the transition from elementary school. 8th graders have the opportunity to speak with a high school guidance counselor to help with course scheduling once they move on to high school.

For the 8th grade students, high school guidance counselors come and provide information about credits, course selections, and academies. The athletic directors come and speak about high school athletics and eligibility for sports. High schools also offer freshmen orientation for these students in July/August before the school year starts.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students will have the opportunity to attend open house for the Career Academies in January/ February. Also one of the county's College and Career Readiness coordinators speak to our students during their English classes and each high school meets with their students during their History class to discuss the many options that are available to them as they register for high school.

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

Students have the opportunity to select a variety of elective courses during their 7th and 8th grade year. Each course is one semester in length. They vary from college and career readiness class to fine arts. Two of our college and career readiness classes are high school credit earning courses: Introduction to Informational Technology and Agriculture Foundations. These two classes are also the required courses for two of our high school academies.

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

We have several opportunities to learn careers and technical education with our elective courses. Students attend at field trip to Florida State University to explore careers and degree options for educational advancement. They also tour the capitol to see governmental jobs and opportunities. Civics departments have guest speakers visit and discuss employment opportunities for students.

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

n/a

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.** Teachers will routinely include remediation and enrichment activities into their classroom.
- G2.** All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.
- G3.** Empower all math teachers to implement a collaborative standards based classroom across the math curriculum.

Strategic Goals Detail

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

G1. Teachers will routinely include remediation and enrichment activities into their classroom. 1a

G045328

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	60.0

Resources Available to Support the Goal 2

- PLCs will serve as an opportunity to plan remediation and enrichment activities with department members. The Reading Coach and ESE Support Facilitator will serve as support within the classrooms.

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and additional instructional resources needed.

Plan to Monitor Progress Toward G1. 8

Student Achievement data will be reviewed to monitor progress toward goal.

Person Responsible

Carolyn Ayers

Schedule

On 6/4/2015

Evidence of Completion

PM assessment data, progress monitoring data, Universal Screeners, student grades.

G2. All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking. 1a

G045329

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Achieve 3000, CAR-PD, Embedded Reading in core curriculum, LDC model classrooms, Reading Block, Reading Curriculum Coach, 20 book challenge, Data Based Questions, Professional Learning Communities

Targeted Barriers to Achieving the Goal 3

- Pedagogical Teacher Knowledge

Plan to Monitor Progress Toward G2. 8

Student Achievement - gains

Person Responsible

Cathy Richardson

Schedule

On 6/4/2015

Evidence of Completion

PM, Clay Writes data and Universal Screeners. Group Learning Targets, AIR/ FCAT test

G3. Empower all math teachers to implement a collaborative standards based classroom across the math curriculum. 1a

G045330

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- PLC logs, Mathia, CPalms, Curriculum Maps, Algebra Nation, Carnegie Learning

Targeted Barriers to Achieving the Goal 3

- Readiness for new curriculum

Plan to Monitor Progress Toward G3. 8

Student achievement will be monitored through Performance Matters quarterly assessments and Universal Screener and further monitoring will be conducted through classroom walk-throughs.

Person Responsible

Cathy Richardson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Performance Matters, Universal Screeners, AIR/FCAT, and teacher walk-through data.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will routinely include remediation and enrichment activities into their classroom. **1**

 G045328

G1.B1 Teacher knowledge and additional instructional resources needed. **2**

 B111882

G1.B1.S1 Data meetings will be held to analyze student assessment data in order to identify student weaknesses. Teachers will discuss ways to support struggling students during core instruction and design intervention plans to address weaknesses. **4**

 S123300

Strategy Rationale

Action Step 1 **5**

Data meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams will discuss ways to support struggling learners during core instruction and create intervention plans for individual students.

Person Responsible

Carolyn Ayers

Schedule

On 6/4/2015

Evidence of Completion

PM Tier II and III plans, Universal Screeners, PM Quarterly Data, Common Assessment data, and student grades.

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

Teachers and Intervention Team Facilitator will write intervention plans during PLC's and data meetings. Teachers will use the Instructional Coach as a resource throughout the intervention cycle as needs arise.

Person Responsible

Carolyn Ayers

Schedule

On 6/4/2015

Evidence of Completion

RTI plans

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

Intervention teams will review progress monitoring data to make instructional decisions.

Person Responsible

Carolyn Ayers


Schedule

On 6/4/2015

Evidence of Completion

MTSS plans, Universal Screeners, and student achievement data.

G1.B1.S2 Instructional resources or modeling of strategies will be gathered or provided by the Reading Coach and ESE Support Facilitator. 4

 S123301

Strategy Rationale

Action Step 1 5

Compilation of teacher resources

Person Responsible

Schedule

Evidence of Completion

Binder of resources by subject area

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will use the resources being gathered in the way they were designed to be used

Person Responsible

Schedule

Evidence of Completion

Student Work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

PM testing progress

Person Responsible

Schedule

Evidence of Completion

Student Work samples and PM testing data

G2. All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.

1

G045329

G2.B1 Pedagogical Teacher Knowledge 2

B111883

G2.B1.S1 Weekly departmental Professional Learning Communities. 4

S123302

Strategy Rationale

To plan, review student work samples, share best practices, share resources, and create common assessments to review student data.

Action Step 1 5

PLC's will focus on content-area literacy instructions, academic conversation strategies and content-area writing strategies.

Person Responsible

Cathy Richardson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

PLC meeting minutes, walk throughs, PM quarterly data, common assessment data and Universal Screeners

Action Step 2 5

Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.

Person Responsible

Cathy Richardson

Schedule

On 6/4/2015

Evidence of Completion

Classroom observations and walk-through, PLC meeting logs

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

PLC meeting minutes will be filled out at every PLC. Minutes will reflect that teachers have discussed instructional strategies that support the implementation of the Common Core literacy standards. Minutes will also reflect that teachers have reviewed student achievement results to further inform instruction.

Person Responsible

Cathy Richardson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting minutes will be kept discussed with administration in order to ensure that core instruction is effective. Sign-in sheets will also be kept to ensure teacher participation in PLC meetings.

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

Administration will participate in PLC's and then conduct Walk Throughs to ensure implementation of strategies shared.

Person Responsible

Cathy Richardson

Schedule

On 6/4/2015

Evidence of Completion

Meeting minutes, student achievement data, and Universal Screeners will be used to ensure progress toward PLC goals and student learning are being attained.

G3. Empower all math teachers to implement a collaborative standards based classroom across the math curriculum. 1

G045330

G3.B1 Readiness for new curriculum 2

B111884

G3.B1.S1 Use PLC's to identify student learning gaps caused by the implementation of new math standards. 4

S123303

Strategy Rationale

The new standards are more rigorous and background skills must be embedded into current curriculum.

Action Step 1 5

Math department members will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom that reflect the Florida Math Standards.

Person Responsible

Cathy Richardson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Minutes, Walk Throughs, student assessment data, and PM Quarterly Data

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

Question 3 on PLC Meeting Minutes/ Logs, walk through, data, student work samples, and student assessment data.

Person Responsible

Cathy Richardson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting minutes will be reviewed and sign-in sheets will be submitted to ensure teacher participation in PLC meetings.

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

Administrators will participate in PLCs and then conduct walk throughs to ensure implementation of strategies shared during PLC meetings.

Person Responsible

Cathy Richardson

Schedule

On 6/4/2015

Evidence of Completion

Walk throughs data, Performance Matters data, student achievement data and student work samples from ideas shared in previous PLCs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Data meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams will discuss ways to support struggling learners during core instruction and create intervention plans for individual students.	Ayers, Carolyn	10/1/2014	PM Tier II and III plans, Universal Screeners, PM Quarterly Data, Common Assessment data, and student grades.	6/4/2015 one-time
G1.B1.S2.A1	Compilation of teacher resources		Binder of resources by subject area	one-time	
G2.B1.S1.A1	PLC's will focus on content-area literacy instructions, academic conversation strategies and content-area writing strategies.	Richardson, Cathy	8/11/2014	PLC meeting minutes, walk throughs, PM quarterly data, common assessment data and Universal Screeners	6/4/2015 weekly
G3.B1.S1.A1	Math department members will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom that reflect the Florida Math Standards.	Richardson, Cathy	8/11/2014	PLC Meeting Minutes, Walk Throughs, student assessment data, and PM Quarterly Data	6/4/2015 weekly
G2.B1.S1.A2	Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.	Richardson, Cathy	8/11/2014	Classroom observations and walk-through, PLC meeting logs	6/4/2015 one-time
G1.MA1	Student Achievement data will be reviewed to monitor progress toward goal.	Ayers, Carolyn	10/1/2014	PM assessment data, progress monitoring data, Universal Screeners, student grades.	6/4/2015 one-time
G1.B1.S1.MA1	Intervention teams will review progress monitoring data to make instructional decisions.	Ayers, Carolyn	10/1/2014	MTSS plans, Universal Screeners, and student achievement data.	6/4/2015 one-time
G1.B1.S1.MA1	Teachers and Intervention Team Facilitator will write intervention plans during PLC's and data meetings. Teachers will use the Instructional	Ayers, Carolyn	10/1/2014	RTI plans	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Coach as a resource throughout the intervention cycle as needs arise.				
G1.B1.S2.MA1	PM testing progress		Student Work samples and PM testing data	one-time	
G1.B1.S2.MA1	Teachers will use the resources being gathered in the way they were designed to be used		Student Work samples	one-time	
G2.MA1	Student Achievement - gains	Richardson, Cathy	8/11/2014	PM, Clay Writes data and Universal Screeners. Group Learning Targets, AIR/ FCAT test	6/4/2015 one-time
G2.B1.S1.MA1	Administration will participate in PLC's and then conduct Walk Throughs to ensure implementation of strategies shared.	Richardson, Cathy	8/11/2014	Meeting minutes, student achievement data, and Universal Screeners will be used to ensure progress toward PLC goals and student learning are being attained.	6/4/2015 one-time
G2.B1.S1.MA1	PLC meeting minutes will be filled out at every PLC. Minutes will reflect that teachers have discussed instructional strategies that support the implementation of the Common Core literacy standards. Minutes will also reflect that teachers have reviewed student achievement results to further inform instruction.	Richardson, Cathy	8/11/2014	Meeting minutes will be kept discussed with administration in order to ensure that core instruction is effective. Sign-in sheets will also be kept to ensure teacher participation in PLC meetings.	6/4/2015 weekly
G3.MA1	Student achievement will be monitored through Performance Matters quarterly assessments and Universal Screener and further monitoring will be conducted through classroom walk-throughs.	Richardson, Cathy	8/11/2014	Performance Matters, Universal Screeners, AIR/FCAT, and teacher walk-through data.	6/4/2015 weekly
G3.B1.S1.MA1	Administrators will participate in PLCs and then conduct walk throughs to ensure implementation of strategies shared during PLC meetings.	Richardson, Cathy	8/11/2014	Walk throughs data, Performance Matters data, student achievement data and student work samples from ideas shared in previous PLCs.	6/4/2015 one-time
G3.B1.S1.MA1	Question 3 on PLC Meeting Minutes/ Logs, walk through, data, student work samples, and student assessment data.	Richardson, Cathy	8/11/2014	Meeting minutes will be reviewed and sign-in sheets will be submitted to ensure teacher participation in PLC meetings.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will routinely include remediation and enrichment activities into their classroom.

G1.B1 Teacher knowledge and additional instructional resources needed.

G1.B1.S1 Data meetings will be held to analyze student assessment data in order to identify student weaknesses. Teachers will discuss ways to support struggling students during core instruction and design intervention plans to address weaknesses.

PD Opportunity 1

Data meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams will discuss ways to support struggling learners during core instruction and create intervention plans for individual students.

Facilitator

Administration

Participants

Reading Coach, ESE Support Facilitator, Guidance and team members

Schedule

On 6/4/2015

G1.B1.S2 Instructional resources or modeling of strategies will be gathered or provided by the Reading Coach and ESE Support Facilitator.

PD Opportunity 1

Compilation of teacher resources

Facilitator

King and Love

Participants

LAJH teachers

Schedule

G2. All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.

G2.B1 Pedagogical Teacher Knowledge

G2.B1.S1 Weekly departmental Professional Learning Communities.

PD Opportunity 1

PLC's will focus on content-area literacy instructions, academic conversation strategies and content-area writing strategies.

Facilitator

Department Heads, Reading/Intervention Coach, and Support Facilitator

Participants

All core content teachers

Schedule

Weekly, from 8/11/2014 to 6/4/2015

PD Opportunity 2

Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.

Facilitator

Cathy Richardson, David Burke, Carolyn Ayers

Participants

All core content teachers

Schedule

On 6/4/2015

G3. Empower all math teachers to implement a collaborative standards based classroom across the math curriculum.

G3.B1 Readiness for new curriculum

G3.B1.S1 Use PLC's to identify student learning gaps caused by the implementation of new math standards.

PD Opportunity 1

Math department members will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom that reflect the Florida Math Standards.

Facilitator

All PLC members, ESE Support Facilitator, Administration

Participants

Math department members.

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0