

Clay County Schools

Lake Asbury Junior High School



2015-16 School Improvement Plan

Lake Asbury Junior High School

2851 SANDRIDGE RD, Green Cove Springs, FL 32043

<http://laj.oneclay.net>

School Demographics

School Type

Middle

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

38%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

27%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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. Creating order and discipline is a team effort established through firm, fair, and reasonable discipline are 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 they relate 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 identify students who have two early warning system indicators as candidates for our before and after school tutoring/ mentoring program. We meet with each student individually and create a plan to help the student be more successful at school. The identified student will also meet with the guidance counselors to discuss attendance, grades, discipline, and testing.

We provide additional support to our military-related students through additional counselling and support through DOD/EA grant.

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:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in or out of school.
- Course failure in English Language Arts or Mathematics
- 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	40	61	101
One or more suspensions	45	61	106
Course failure in ELA or Math	6	6	12
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	6	10	16

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 ways to build positive relationships with families to increase involvement. Teachers are readily accessible through conferences, email, and classroom websites. Our 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 help children achieve success. Lake Asbury Junior High is thankful for the many volunteers who document thousands of hours in our schools each year. 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 students 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:

Name	Title
Ivey II, Rodney	Other
Ayers, Carolyn	Assistant Principal
Swenson, Ed	Teacher, K-12
Crosby, Jim	Teacher, K-12
Murphy, Becky	Principal
Crews, Lauren	Teacher, K-12
Glod, Robert	Teacher, K-12
Kevern, Pamela	Teacher, K-12
Phillips, Michael	Teacher, ESE
Shimer, Jamie	Teacher, K-12
Steinmetz, Jennifer	Teacher, K-12
Yacavone, Greer	Teacher, K-12
Smith, Cynthia	Teacher, Career/Technical

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 FSA and high school EOC's. The principal, Becky Murphy is the leader of the meeting. Administrators, R. Ivey and C Ayers, attend the meetings in a support role for the principal. The intervention team facilitator, L. Egnew, serves to suggest effective interventions for Tier 1 and Tier 2 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers, J. Crosby, E. Swenson, L. Crews, R. Glod, P. Kevern, M. Phillips, J. Shimer, J. Steinmetz, G. Yacavone and C. Smith 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 assessments. 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 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:

Name	Stakeholder Group
Ed Swenson	Teacher
Jim Crosby	Teacher
Katie Guzman	Teacher
Meg Sieruta	Teacher
Joyce Aldrige	Education Support Employee
Sherri Forkey	Parent
Mack Styudivant	Parent
Diane Salazar	Parent
Heather McVey	Parent
Brenda Crotts	Parent
Becky Murphy	Principal

Duties

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

Evaluation of last year's school improvement plan

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

We did not use any of the allocated funds for last year's SIP.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Murphy, Becky	Principal
Ayers, Carolyn	Assistant Principal
Ivey II, Rodney	Other
Eaton, Pamela	Teacher, K-12
Kevern, Pamela	Teacher, K-12
Crews, lauren	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 other teachers about curriculum; review student work and data; and improve professional practices. 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 county-wide 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. Core-content teachers all have common planning within their collective departments which affords additional time for collaborative planning.

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. A new teacher handbook is given to new teachers at Lake Asbury Junior High to help with transition into the school. Also, the head of each department 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 visits classrooms on a regular basis to ensure that the standards are being taught with fidelity 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, Discovery Education, Mathia (Carneigie Learning), Achieve 3000, Algebra Nation, Advanced/Gifted/Standard classes, Tiger Team (ESE students that follow grade level curriculum in a small group setting) 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.

Strategy Rationale

This gives 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 a 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. The Civics department has 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will strengthen PLCs and Faculty/Departments meetings to allow for teacher leadership and job-embedded professional development specific to teacher/student needs with a focus on remediation and enrichment activities.
- G2.** All teachers will utilize strategies that allow students to read, talk, (collaborate) about learning with a focus on contextual reading analysis based on the content standards.
- G3.** Model and implement writing strategies across all content areas with a focus on evidence-based support for text dependent responses.

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 strengthen PLCs and Faculty/Departments meetings to allow for teacher leadership and job-embedded professional development specific to teacher/student needs with a focus on remediation and enrichment activities. 1a

 G071318

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	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 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

Becky Murphy

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

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

G2. All teachers will utilize strategies that allow students to read, talk, (collaborate) about learning with a focus on contextual reading analysis based on the content standards. 1a

G071319

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0

Resources Available to Support the Goal 2

- Achieve 3000, CAR-PD, Embedded Reading in core curriculum, LDC model classrooms, Reading Block, Data Based Questions, Professional Learning Communities, Reading Strategies including ACE

Targeted Barriers to Achieving the Goal 3

- Pedagogical Teacher Knowledge

Plan to Monitor Progress Toward G2. 8

Student Achievement - gains

Person Responsible

Becky Murphy

Schedule

Quarterly, from 8/10/2015 to 6/3/2016

Evidence of Completion

PM, Clay Writes data and Universal Screeners. Group Learning Targets, FSA, FCAT test, EOC's

G3. Model and implement writing strategies across all content areas with a focus on evidence-based support for text dependent responses. 1a

Targets Supported

1b

G071320

Indicator	Annual Target
Writing Gains District Assessment	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

- New curriculum and new teachers

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

Becky Murphy

Schedule

Quarterly, 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 strengthen PLCs and Faculty/Departments meetings to allow for teacher leadership and job-embedded professional development specific to teacher/student needs with a focus on remediation and enrichment activities. **1**

 G071318

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

 B185994

G1.B1.S1 Monthly 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**

 S197399

Strategy Rationale

This will help to remediation for struggling students.

Action Step 1 **5**

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

Becky Murphy

Schedule

Monthly, from 8/10/2015 to 6/3/2016

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 monthly meetings. Teachers will use the ESE facilitator as a resource throughout the intervention cycle as needs arise.

Person Responsible

Becky Murphy

Schedule

On 6/3/2016

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

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

MTSS plans, Universal Screeners, and student achievement data.

G1.B1.S2 Instructional resources or modeling of strategies will be gathered by administration and ESE Support Facilitator and shared during Professional Development meetings. 4

 S197400

Strategy Rationale

Professional development will be offered to support teachers in using the instructional framework and instructional resources.

Action Step 1 5

Compilation of teacher resources

Person Responsible

Carolyn Ayers

Schedule

Every 2 Months, from 8/17/2015 to 6/3/2016

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

Carolyn Ayers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student Work samples, lesson plans with evidence of resources used

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

Local testing (PM, EOC, common classroom assessments)

Person Responsible

Rodney Ivey II

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student Work samples and testing data

G2. All teachers will utilize strategies that allow students to read, talk, (collaborate) about learning with a focus on contextual reading analysis based on the content standards. 1

 G071319

G2.B1 Pedagogical Teacher Knowledge 2

 B185995

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

 S197401

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 and academic conversation strategies/ vocabulary

Person Responsible

Becky Murphy

Schedule

Weekly, from 8/10/2015 to 6/3/2016

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

Becky Murphy

Schedule

Weekly, from 8/10/2015 to 6/3/2016

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

Becky Murphy

Schedule

Weekly, from 8/10/2015 to 6/3/2016

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

Becky Murphy

Schedule

Weekly, from 8/10/2015 to 6/3/2016

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. Model and implement writing strategies across all content areas with a focus on evidence-based support for text dependent responses. 1

 G071320

G3.B1 New curriculum and new teachers 2

 B185996

G3.B1.S1 Use PLC's to identify weaknesses and ways to intervene with struggling students 4

 S197402

Strategy Rationale

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

Action Step 1 5

Teachers will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom which reflect modeling and implements writing across all content areas focusing on evidence-based support.

Person Responsible

Becky Murphy

Schedule

Weekly, from 8/10/2015 to 6/3/2016

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

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

Person Responsible

Becky Murphy

Schedule

Weekly, from 8/10/2015 to 6/3/2016

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

Becky Murphy

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	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.	Murphy, Becky	8/10/2015	PM Tier II and III plans, Universal Screeners, PM Quarterly Data, Common Assessment data, and student grades.	6/3/2016 monthly
G1.B1.S2.A1	Compilation of teacher resources	Ayers, Carolyn	8/17/2015	Binder of resources by subject area	6/3/2016 every-2-months
G2.B1.S1.A1	PLC's will focus on content-area literacy instructions and academic conversation strategies/vocabulary	Murphy, Becky	8/10/2015	PLC meeting minutes, walk throughs, PM quarterly data, common	6/3/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				assessment data and Universal Screeners	
G3.B1.S1.A1	Teachers will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom which reflect modeling and implements writing across all content areas focusing on evidence-based support.	Murphy, Becky	8/10/2015	PLC Meeting Minutes, Walk Throughs, student assessment data, and PM Quarterly Data	6/3/2016 weekly
G2.B1.S1.A2	Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.	Murphy, Becky	8/10/2015	Classroom observations and walk-through, PLC meeting logs	6/3/2016 weekly
G1.MA1	Student Achievement data will be reviewed to monitor progress toward goal.	Murphy, Becky	8/17/2015	PM assessment data, progress monitoring data, Universal Screeners, student grades.	6/3/2016 monthly
G1.B1.S1.MA1	Intervention teams will review progress monitoring data to make instructional decisions.	Ayers, Carolyn	8/17/2015	MTSS plans, Universal Screeners, and student achievement data.	6/3/2016 quarterly
G1.B1.S1.MA1	Teachers and Intervention Team Facilitator will write intervention plans during PLC's and monthly meetings. Teachers will use the ESE facilitator as a resource throughout the intervention cycle as needs arise.	Murphy, Becky	8/17/2015	RTI plans	6/3/2016 one-time
G1.B1.S2.MA1	Local testing (PM, EOC, common classroom assessments)	Ivey II, Rodney	8/17/2015	Student Work samples and testing data	6/3/2016 quarterly
G1.B1.S2.MA1	Teachers will use the resources being gathered in the way they were designed to be used	Ayers, Carolyn	8/17/2015	Student Work samples, lesson plans with evidence of resources used	6/3/2016 monthly
G2.MA1	Student Achievement - gains	Murphy, Becky	8/10/2015	PM, Clay Writes data and Universal Screeners. Group Learning Targets, FSA, FCAT test, EOC's	6/3/2016 quarterly
G2.B1.S1.MA1	Administration will participate in PLC's and then conduct Walk Throughs to ensure implementation of strategies shared.	Murphy, Becky	8/10/2015	Meeting minutes, student achievement data, and Universal Screeners will be used to ensure progress toward PLC goals and student learning are being attained.	6/3/2016 weekly
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.	Murphy, Becky	8/10/2015	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.	6/3/2016 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.	Murphy, Becky	8/11/2014	Performance Matters, Universal Screeners, AIR/FCAT, and teacher walk-through data.	6/4/2015 quarterly
G3.B1.S1.MA1	Administrators will participate in PLCs and then conduct walk throughs to ensure implementation of strategies shared during PLC meetings.	Murphy, Becky	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	PLC Meeting Minutes/ Logs, walk through, data, student work samples, and student assessment data.	Murphy, Becky	8/10/2015	Meeting minutes will be reviewed and sign-in sheets will be submitted to ensure teacher participation in PLC meetings.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will strengthen PLCs and Faculty/Departments meetings to allow for teacher leadership and job-embedded professional development specific to teacher/student needs with a focus on remediation and enrichment activities.

G1.B1 Teacher knowledge and additional instructional resources needed.

G1.B1.S1 Monthly 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

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

ESE Support Facilitator, Guidance, and Teachers

Schedule

Monthly, from 8/10/2015 to 6/3/2016

G1.B1.S2 Instructional resources or modeling of strategies will be gathered by administration and ESE Support Facilitator and shared during Professional Development meetings.

PD Opportunity 1

Compilation of teacher resources

Facilitator

Egnew, Ayers, Murphy, Ivey

Participants

LAJH teachers

Schedule

Every 2 Months, from 8/17/2015 to 6/3/2016

G2. All teachers will utilize strategies that allow students to read, talk, (collaborate) about learning with a focus on contextual reading analysis based on the content standards.

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 and academic conversation strategies/ vocabulary

Facilitator

Department Heads, Support Facilitator, administration

Participants

All core content teachers

Schedule

Weekly, from 8/10/2015 to 6/3/2016

PD Opportunity 2

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

Facilitator

Administration

Participants

All core content teachers

Schedule

Weekly, from 8/10/2015 to 6/3/2016

G3. Model and implement writing strategies across all content areas with a focus on evidence-based support for text dependent responses.

G3.B1 New curriculum and new teachers

G3.B1.S1 Use PLC's to identify weaknesses and ways to intervene with struggling students

PD Opportunity 1

Teachers will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom which reflect modeling and implements writing across all content areas focusing on evidence-based support.

Facilitator

Administration and team leaders

Participants

Teachers

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	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.	\$0.00
2	G1.B1.S2.A1	Compilation of teacher resources	\$0.00
3	G2.B1.S1.A1	PLC's will focus on content-area literacy instructions and academic conversation strategies/vocabulary	\$0.00
4	G2.B1.S1.A2	Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.	\$0.00
5	G3.B1.S1.A1	Teachers will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom which reflect modeling and implements writing across all content areas focusing on evidence-based support.	\$0.00
Total:			\$0.00