Lakeside Junior High School

2015-16 School Improvement Plan

Lakeside Junior High School

2750 MOODY AVE, Orange Park, FL 32073

http://ljh.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	33%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	29%

School Grades History

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

Table of Contents

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

The mission of Lakeside Junior High School is to maximize teaching and learning for all students of varying abilities.

Provide the school's vision statement

Lakeside Junior High School 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

There are many opportunities for parent conferences throughout the year where cultural information may be shared between the family and the staff. Guidance counselors share pertinent information regarding a student's background to staff members on a need to know basis. If the student is ESOL/ELL there are LEP meetings at the beginning of the year to share pertinent information with staff. CCSD also publishes a monthly ESOL Newsletter with information about our culturally diverse students and topical information that can be utilized in the classroom

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

The GAB (Gators against Bullying) Educational Program is in place to educate students and parents about bullying & harassment. The program includes classroom guidance at the beginning of the year where the Student Code of Conduct is discussed as it relates to the expectation of mutual respect in the face of social, cultural, and economic differences. There is also an examination of the underlying causes of bullying & harassment, cyber bullying, and coping strategies. Students and parents are encouraged to self-report to any staff member or to complete an incident report that may be found in the front office, guidance office, or downloaded from the LJHS Website.
The BLT (Behavior Leadership Team) also manages the policies as it relates to student safety and civility. Specifically the ASAP Dismissal Policy, Ins and Outs Student Movement Policy, Cafeteria Rules and Fun At Functions Behavior Policy are all in place to create an environment of safe movement for students during and after the school day.

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

The Lakeside Jr. High School Behavior Plan targets attendance, appropriate behavior, high academic standards of all A's and B's, and Club/Sport participation. This is an incentive based system which rewards students at the 9 week grading period. All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. Each student will receive a copy of the Code of Student Conduct. That code will be enforced by faculty, staff, and administration. Violations of the code and/or supplemental rules(such as classroom rules) may result in one or more of the following types of disciplinary action:

1. Counseling
2. Parent Conference
3. Referral to Guidance
4. Silent Lunch Detention
5. In-School Suspension
6. Corporal Punishment
7. Out-Of School Suspension
8. Placement at Bannerman Learning Center
9. Expulsion Recommendation

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

The Guidance Department offers a safe place for all students either by referral or personal/individual request. The office is open to students without a pass before or after school as well as at lunch. During the day students may request to see a counselor or teachers may refer students who appear to have a need for support in the areas of social/emotional, career, or academic, whether it be transitory or ongoing. The counselors often serve as the advocate for the student with teachers and/ or parents. Trusting relationships are built through non-judgmental problem solving and solution focused counseling. Confidentiality is maintained whenever possible.
SAP (School Assistance Program) is available to students who would benefit from an additional layer of support for social/ emotional issues. This is a free and voluntary program offered at LJHS one day a week through the services of Clay Behavioral Health Center, Inc. A SAP Specialist meets with the student individually and works toward mutually agreed upon goals. A referral may be made for this program by any staff member.
Mentoring programs are available through Lakeside Ladies and Real Manhood. These are opportunities for students to form trusting relationships with an adult who would be able to model appropriate behaviors as well as to serve as an advisor. Club activities also assist in opportunities for student to learn and grow from the exposure to other caring adults.

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 percent, regardless of whether absence is excused or a result of out-of-school suspension
b. One or more suspensions, whether in school 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
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.

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	36	37	73
One or more suspensions	19	22	41
Course failure in ELA or Math	10	10	20
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	40	57	97

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

The following intervention strategies are employed by the school to improve the academic performance of students identified by the early warning system:
Attendance Contract
Doctor's Note
Social Worker Referral
Tutoring
Remediation
Behavior Contract
School Service Work
Detention
Intensive Reading
Other appropriate interventions

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

Lakeside Jr. High works at building positive relationships with families to increase involvement, including the following efforts to communicate and keep parents informed of their child's progress:
Focus
School website
Parent involvement nights
Orientation/ Open House
Edulink

Parent/Teacher conferences
Outlook(email)
Phone Calls
School Advisory Council membership opportunities
Remind 101 accounts(at the teacher's discretion)
Facebook
OneClay App

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

The school builds and sustains partnerships with the community for the purpose of securing and utilizing resources to support the school and student achievement by inviting community members to be involved in the following organizations:
Business Partners
Mentors in Lakeside Ladies and REAL Manhood
School Advisory Council membership opportunities

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
Anschuetz, Kim	Teacher, K-12
Bumpers, Sherry	Teacher, K-12
Gunder, Ivin	Assistant Principal
Peters, Brandi	Teacher, K-12
Simmons, Theresa	Teacher, K-12
Tattersall, Linda	Teacher, K-12
Gaynes, Debra	Assistant Principal
Duchemin, Michelle	Teacher, K-12
Gaul, Julie	Teacher, K-12
Gomez, Kristi	Teacher, K-12
Holmgren, Rachel	Teacher, K-12
Hiscox, Julie	Teacher, K-12
McDonald, David	Principal
Ferro, Rachael	Teacher, ESE
Heard, Kristen	Teacher, ESE
Miller, Michael	Teacher, K-12
Chisom, Shantell	Guidance Counselor
Goolsby, Tiffany	Guidance Counselor
Westergaard, Nicole	Teacher, K-12
Matz, Melissa	Teacher, K-12

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. The team will analyze data produced by the district created Performance Matters Math, Science, Civics and Reading benchmark assessments, as well as the district created OneClayWrites writing assessment. State assessments such as FSA, Science FCAT, and high school EOCs will also provide essential data. Administration leads the meetings. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers 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

The principal creates a yearly budget with input from and review by the School Advisory Council (SAC)to ensure equity of resources. Personnel allocations are made at the county level.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sherry Bumpers	Teacher
Mical Van De Water	Teacher
Scott Boyer	Teacher
Gwanda Fisher	Business/Community
Kimberly Merrill	Parent
Jackie Tanner	Parent
Amy Bilbray	Parent
Elizabeth Davidson	Parent
Ilona Tabet	Teacher
Dr. David McDonald	Principal
Stuart Farmer	Student
Debra Henry	Education Support Employee
Jim Hughs	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

The SAC was provided with a copy of the 2014 SIP upon completion of peer review in the fall of 2014.

Development of this school improvement plan

The SAC will be provided with a copy of the draft of the 2015 SIP at the November meeting to review and provide input. The SAC will be asked to vote to ratify the 2015 SIP after peer review on Nov. 13.

Preparation of the school's annual budget and plan

This year the SAC will be presented with the annual school budget as prepared by the principal and school bookkeeper for review.

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

SAC funds will be utilized to enhance professional development and increase student achievement throughout the 2015-2016 school year.
Current funds come from leftover school improvement money from 2012($416.71)

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
Bumpers, Sherry	Teacher, K-12
Heard, Kristen	Teacher, ESE
Simmons, Theresa	Teacher, K-12
Tattersall, Linda	Instructional Media
McDonald, David	Principal
Anschuetz, Kim	Teacher, K-12
Chisom, Shantell	Guidance Counselor
Duchemin, Michelle	Teacher, K-12
Ferro, Rachael	Teacher, ESE
Gaul, Julie	Teacher, K-12
Gaynes, Debra	Assistant Principal
Gomez, Kristi	Teacher, K-12
Goolsby, Tiffany	Guidance Counselor
Gunder, Ivin	Assistant Principal
Hiscox, Julie	Teacher, K-12
Holmgren, Rachel	Teacher, K-12
Matz, Melissa	Teacher, K-12
Miller, Michael	Teacher, K-12
Peters, Brandi	Teacher, K-12
Westergaard, Nicole	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

In accordance with Florida Standards, the goal is to make reading and writing a priority in all classes across the campus. Each department will look at ways to enhance reading and writing based on the types of text used in their discipline. These strategies will be presented at department meetings and implemented school wide. In accordance with the District Reading Plan, teachers will:
Ensure that text complexity along with close reading and rereading of texts is central to lessons
Provide scaffolding that does not preempt or replace text reading by students
Develop and ask text-dependent questions from a range of question types
Emphasize students supporting their answers based upon evidence from the text
Provide extensive research and writing opportunities.

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

To encourage positive working relationships between teachers our master schedule was created around each interdisciplinary team having a common planning and setting aside one hour each morning during pre-planning for teachers to meet in weekly professional learning communities for the purpose of collaboration. We also have in place a Behavior Leadership Team, that is comprised of a representative from each department, to discuss faculty and staff concerns related to the safety and civility of the school. Faculty and staff are also encouraged to participate in planned social activities.

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

Teachers are recruited using the district's application system (SearchSoft). Administrators also attend teacher recruitment fairs to seek qualified candidates. An emphasis is placed on recruiting teachers with the necessary content background and a common vision with that of Lakeside Junior High School. The B.E.S.T. program is used to coach beginning teachers.

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

Mentors from Lakeside Junior are assigned to all beginning teachers. New teachers are also assigned to teaching teams of three to five teachers with a range of teaching experience, and professional development is provided to retain quality teachers. Each teaching team meets weekly to discuss curriculum, data, and student progress (behavior, academic and attendance) in an effort to support each other. Also, the B.E.S.T. program is used to coach beginning teachers.

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

To ensure that our programs and materials are aligned to the Florida Standards, teachers receive training from the county through Curriculum Specialists, use common adopted material, attend out of

county standards based professional development, meet weekly to unpack the standards, create common assessments and lessons and discuss student work products.

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students by incorporating the Framework for Intentional Teaching into daily lesson plans. PLCs meet weekly to discuss common lessons, assessments, and outcomes(data) for students of varying abilities. Teacher led small groups allow students needing extra help to get specific focused instruction from a teacher.
Our Math classes are leveled according to Performance Matters and FSA data and all students who received a Level 1 FSA Reading score are enrolled in an Intensive Reading course that uses the prescriptive Achieve 3000 program to guarantee differentiation.
Virtual Courses provide a larger variety of courses to students of varying abilities.

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: Before School Program

Minutes added to school year: 1,800

Extended learning opportunities for remediation beyond the regular school day are based upon student needs identified by analysis of student performance data to increase the amount and quality of learning time. Before and after school tutoring for one hour, two days a week during second semester is offered to low performing students in each subgroup including FSA Level 1 and 2 students. Effective and research based learning strategies and programs are utilized. On-going assessments are a key component of our tutoring program. Performance Matters and FAIR testing is used to determine the reading needs and instructional level of each child who participates in the extended learning opportunities. We expect that each participating student will show a learning gain on the 2016 FSA. Students who do not pass Math, Science, Language Arts or Social Studies may attend a summer remediation program to determine eligibility for promotion. Only one course can be remediated during the summer program.

Strategy Rationale

We expect that each participating student will show a learning gain on the 2016 FSA.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McDonald, David, dmcdonald@oneclay.net

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

FCAT Explorer data, FCAT Test Maker Pro data and Compass Learning data will show mastery of standards.

Strategy: Before School Program

Minutes added to school year: 1,080

The math department is offering math tutoring every Wednesday for both 7th and 8th graders. Two teachers (one 7th and one 8th grade) are in charge of helping for 30 minutes every Wednesday before school from 8:45-9:15. During the session, the teachers review concepts, go over homework the students are struggling with, catch up absent students, and prepare them for tests or quizzes.
They are tracking how many students attend with sign in sheets, and the National Honors Society students are helping with tutoring as well, for service hours.

Strategy Rationale

This will help students build a foundation for math instruction and fill educational gaps when needed.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Matz, Melissa, mamatz@oneclay.net

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

Student attendance at tutoring will reflect and improvement in student class performance

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

At the ESE level, the department heads attend IEP meetings of students transitioning into junior high when requested and attend all high school transition IEP meetings.
Lakeside Jr. High supports incoming and outgoing cohorts of students in transition from one school level to another in the following ways:
CTE course (leads to certification for some course/intro for high school academies)
High school CTE field trips (Health/Engineering)
To assist rising 7th Graders:
Counselors/administration visits elementary school for a presentation to students and Q & A about LJHS.
To assist rising 9th Graders:
8th grade students complete the Choices online interest inventory as part of a career study in US History.
The CCSD provides a career specialist to work with our US History teachers to make 8th graders aware of academy opportunities at the individual high schools.
High school counselors meet with students in small groups to present high school registration materials.
LJHS 8th grade counselors are available to meet with students and parents to discuss high school and career planning.

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

N/A

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

N/A

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

N/A

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:

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Implementation of student engagement strategies that promote daily student collaboration through the Framework for Intentional Teaching

G2. Increase student proficiency with citing specific evidence to support thinking.

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. Implementation of student engagement strategies that promote daily student collaboration through the Framework for Intentional Teaching [1a]

🔑 G071321

Targets Supported [1b]

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal [2]

- Support from the reading teacher, ESE teachers, and the Support Facilitator.

Targeted Barriers to Achieving the Goal [3]

- One barrier is optimal implementation of the Framework for Intentional Teaching on a daily basis, such as getting the teachers to use the framework everyday with less teacher talk and more student engagement.

Plan to Monitor Progress Toward G1. [8]

Achieve 3000 reports and Performance Matters Data

Person Responsible
David McDonald

Schedule
Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion
Reading Gains on the Achieve 3000 reports and mid year Performance Matters Data

G2. Increase student proficiency with citing specific evidence to support thinking. `1a`

Targets Supported `1b`

🔍 G071322

Indicator	Annual Target
ELA Achievement District Assessment	52.0

Resources Available to Support the Goal `2`

- LDC facilitators, LDC website

Targeted Barriers to Achieving the Goal `3`

- Ability to implement LDC(Literacy Design Collaborative) lessons completely due to cross-teamed students

Plan to Monitor Progress Toward G2. `8`

One Clay Writes data will be collected to reflect student progress throughout the year.

Person Responsible
David McDonald

Schedule
Semiannually, from 8/17/2015 to 6/3/2016

Evidence of Completion
One Clay Writes data that reflect the percentage of students meeting and exceeding proficiency.

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. Implementation of student engagement strategies that promote daily student collaboration through the Framework for Intentional Teaching 1

🔍 G071321

G1.B1 One barrier is optimal implementation of the Framework for Intentional Teaching on a daily basis, such as getting the teachers to use the framework everyday with less teacher talk and more student engagement. 2

🔍 B185997

G1.B1.S1 Teacher collaboration through common lesson planning that may include the use of any or all of the following: Kagan Strategies, collaborative opportunities, formative assessments, and individual accountability. 4

🔍 S197403

Strategy Rationale

Teachers will become more comfortable with the Framework for Intentional Teaching by working together to develop lessons that reflect all aspects of that framework on a daily basis.

Action Step 1 5

Place level one students in a reading class utilizing Achieve 3000 curriculum.

Person Responsible

Theresa Simmons

Schedule

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

Evidence of Completion

Achieve 3000 Data will be provided by the program at intervals throughout the year.

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

Administrator feedback to PLC Logs and informal observation notes

Person Responsible

David McDonald

Schedule

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

Evidence of Completion

Fidelity will be evident within the PLC Logs, lesson plans, and informal observation notes

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

Effectiveness of implementation will be seen through informal observations of the lesson in action

Person Responsible

David McDonald

Schedule

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

Evidence of Completion

Informal Observation notes and PLC Logs

G2. Increase student proficiency with citing specific evidence to support thinking. `1`

G2.B1 Ability to implement LDC(Literacy Design Collaborative) lessons completely due to cross-teamed students `2`

G2.B1.S1 Teachers will work with LDC facilitators and the media specialist to develop cross-curricular lessons. `4`

Strategy Rationale

Text must be balanced between rigor and accessibility.

Action Step 1 `5`

Teachers will participate in Professional Learning Communities, to share strategies and develop lesson plans that promote citing text evidence.

Person Responsible

David McDonald

Schedule

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

Evidence of Completion

One Clay Writes Data and Teacher made assessments

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

Administrator feedback to PLC logs and informal observation notes

Person Responsible

David McDonald

Schedule

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

Evidence of Completion

Fidelity will be evident within the PLC Logs, lesson plans, and informal observation notes

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

Administrators will provide feedback on PLC minutes and informal observation notes.

Person Responsible

David McDonald

Schedule

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

Evidence of Completion

Student work samples will reflect effectiveness with citing evidence to support thinking.

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	Place level one students in a reading class utilizing Achieve 3000 curriculum.	Simmons, Theresa	8/17/2015	Achieve 3000 Data will be provided by the program at intervals throughout the year.	6/3/2016 daily
G2.B1.S1.A1	Teachers will participate in Professional Learning Communities, to share strategies and develop lesson plans that promote citing text evidence.	McDonald, David	8/17/2015	One Clay Writes Data and Teacher made assessments	6/3/2016 weekly
G1.MA1	Achieve 3000 reports and Performance Matters Data	McDonald, David	8/17/2015	Reading Gains on the Achieve 3000 reports and mid year Performance Matters Data	6/3/2016 biweekly
G1.B1.S1.MA1	Effectiveness of implementation will be seen through informal observations of the lesson in action	McDonald, David	8/17/2015	Informal Observation notes and PLC Logs	6/3/2016 weekly
G1.B1.S1.MA1	Administrator feedback to PLC Logs and informal observation notes	McDonald, David	8/17/2015	Fidelity will be evident within the PLC Logs, lesson plans, and informal observation notes	6/3/2016 weekly
G2.MA1	One Clay Writes data will be collected to reflect student progress throughout the year.	McDonald, David	8/17/2015	One Clay Writes data that reflect the percentage of students meeting and exceeding proficiency.	6/3/2016 semiannually
G2.B1.S1.MA1	Administrators will provide feedback on PLC minutes and informal observation notes.	McDonald, David	8/17/2015	Student work samples will reflect effectiveness with citing evidence to support thinking.	6/3/2016 weekly
G2.B1.S1.MA1	Administrator feedback to PLC logs and informal observation notes	McDonald, David	8/17/2015	Fidelity will be evident within the PLC Logs, lesson plans, and informal observation notes	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. Implementation of student engagement strategies that promote daily student collaboration through the Framework for Intentional Teaching

G1.B1 One barrier is optimal implementation of the Framework for Intentional Teaching on a daily basis, such as getting the teachers to use the framework everyday with less teacher talk and more student engagement.

G1.B1.S1 Teacher collaboration through common lesson planning that may include the use of any or all of the following: Kagan Strategies, collaborative opportunities, formative assessments, and individual accountability.

PD Opportunity 1

Place level one students in a reading class utilizing Achieve 3000 curriculum.

Facilitator

Achieve 3000

Participants

Theresa Simmons, Judy Wanek

Schedule

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

G2. Increase student proficiency with citing specific evidence to support thinking.

G2.B1 Ability to implement LDC(Literacy Design Collaborative) lessons completely due to cross-teamed students

G2.B1.S1 Teachers will work with LDC facilitators and the media specialist to develop cross-curricular lessons.

PD Opportunity 1

Teachers will participate in Professional Learning Communities, to share strategies and develop lesson plans that promote citing text evidence.

Facilitator

Literacy Design Collaborative

Participants

Current participants: Brandi Peters, Rachel Holmgren, Jonathan Jones, Sherry Bumpers Previously trained: Julie Gaul, Kerry McCorduck, Ilona Tabet, Katherine Lesando, Maria DeSimone, Ashley Glover

Schedule

Weekly, from 8/17/2015 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	Place level one students in a reading class utilizing Achieve 3000 curriculum.	$0.00
2	G2.B1.S1.A1	Teachers will participate in Professional Learning Communities, to share strategies and develop lesson plans that promote citing text evidence.	$0.00
		Total:	$0.00