

Duval County Public Schools

Joseph Stilwell Middle School



2015-16 School Improvement Plan

Joseph Stilwell Middle School

7840 BURMA RD, Jacksonville, FL 32221

<http://www.duvalschools.org/stillwell>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

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

**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 was approved by the Duval County School Board on 12/7/2015.

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
Focus	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

To provide a quality education to all students through enriching and diverse experiences.

Provide the school's vision statement

To facilitate and nurture social, emotional, and academic growth in all students to produce self-reliant and productive citizens.

School Environment

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

Joseph Stilwell Military Academy of Leadership prides itself in the ability to learn about ourselves and each other, as well as, how to be productive citizens through leadership and responsibility. All of our students in take Leadership courses that develop our cadets to learn service to oneself, school and community. In this course, the students will complete The Who am I activity? Exploring this identity activity will assist us with learning about our students' cultures and building a relationship between the teachers and students. In the leadership elective classes, each student at our school will complete this activity. In this lesson, students reflect on this question through discussion, writing and art. Students first define "identity" and consider who they are and what they value. Students then explore the work of two photographers featured on an upcoming episode of Thirteen/WNET New York's series EGG THE ARTS SHOW to see how they have dealt with the issue of identity. As a culminating activity, students respond to the question "Who am I?" using photography, paint, clay, or collage. Students also use novels and articles within the classroom, that build teamwork through interactive projects and discussion.

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

Joseph Stilwell Military Academy of Leadership is a Foundations School. As a Foundations team, we have developed common area lessons and set expectations for behavior for A.M. arrival, P.M. dismissal, hallway movement, bathroom breaks, and classroom transitions. In 2013-14 we redesigned the building to better facilitate structured movement. We do not ring bells; rather, students are escorted at all times by an adult from one classroom to the next. We have also created a school Safety Plan which is available upon request.

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

Joseph Stilwell Military Academy of Leadership is in its second year as a dedicated magnet. Together, the leadership team has developed a cadet manual that outlines positive-based interventions, ranking systems, and consequences for classroom Level 1 infractions. Our cadet manual aligns with the DCPS student code of conduct, which tiers out consequences for multiple infractions. We also use a behavioral progression plan for all students with interventions that involve parents, administrators, foundation team members, and regional superintendents.

In addition, we have established peer mediators and we have implemented restorative justice on a weekly basis.

We have also created a school Positive Behavior Interventions and Supports (PBIS) Plan which is available upon request. This PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

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

Joseph Stilwell Military Academy of Leadership in addition to two school counselors students received many wrap-around services to support the social and emotional needs of our students. Achievers for Life, River Region, Communities in Schools, NVPUSA Healthcare and Big Brothers and Big Sisters have personnel on-site to counsel with students and families.

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

Our early warning systems are located in our Positive Behavioral Interventions and Supports plan. A Cadet Review Board (CRB) will be convened as needed for cadets who fail to meet the academic and behavioral expectations of JSMAL. In general, the following criteria will warrant a CRB:

1. Has a GPA below 2.0 at the end of the quarter.
2. Has received Level 3 Interventions and shows no signs of improvement.
3. Is tardy and/or accumulated 3 or more unexcused absences during the quarter.

The CRB will consist of:

- Principal/AP
- Dean of Cadets
- Leadership Instructor
- School Counselor
- Parent or Guardian
- Lead ESE (if required)
- Team Teachers (Optional)

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
	6	7	8	
Attendance below 90 percent	13	8	9	30
One or more suspensions	100	99	71	270
Course failure in ELA or Math	10	17	21	48
Level 1 on statewide assessment	90	117	101	308

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	41	41	34	116

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

If a student displays the early warning signs that are listed above, our interventions are listed below:

- a. A meeting will be scheduled at a time conducive to the members of the board and the cadet's parent/guardian.
- b. Cadets appearing before the CRB will present themselves in a military manner in the appropriate uniform. They will be informed by the Leadership Instructor of the purpose of the Board and will be allowed to make statements.
- c. The CRB shall review the cadet records and develop an individualize plan for success
- d. A meeting will be scheduled for follow up on the individualize plan.

If a cadet is successful, restoration of privileges and rank will be discussed.

If a cadet is unsuccessful in completing the individualize plan, the plan will be reviewed and 15 revised.

The following recommendations may include one or more of the following:

- Minimum of academic probation in all cases, if appropriate
- Limitations on participation on field trips and/or school activities
- Counseling
- Mandatory tutoring
- Loss of rank
- Disenrollment from the Academy

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24358>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

In order to prepare our youth for productive adulthood, a partnership between schools and communities should be formed to meet this goal. Schools can provide more support for students, families and staff when they are an integral part of the community. On the other hand, agencies can make services more accessible to youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients. Appropriate and effective collaboration and teaming are seen as key

factors to community development, learning and family self-sufficiency. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; volunteer assistance; mentoring and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; shared responsibility for planning and building a sense of community.

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
Campese, Jenifer	Principal
Williams, Takita	Assistant Principal
Matthew, Tracy	Teacher, Adult
Neal-Butts, Tiffany	Instructional Coach
Rind, Lynne	Teacher, K-12
Robinson, Deborah	Teacher, ESE
Sims, Monica	Dean
	Assistant Principal
Williams, Moses	Assistant Principal

Duties

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

Jenifer Raulerson-Campese: Instructional Leader for ELA/Reading
 Moses Williams - Operations, Instructional Leader for Science and Social Studies
 Takita Williams- Master Scheduler, Instructional Leader for ESE and Mathematics
 Tiffany Neal-Butts- Instructional Coach for ELA/Reading
 Bobbilyn Brooks - Instructional Coach for Science
 Renard Wallace - Instructional Coach for Mathematics
 Linda Brown -Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling, school improvement plan data analyzer
 Stephanie Griffin-Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling
 Monica Sims-Dean, collection of discipline data
 Lynne Rind-Dean, collection of discipline data, classroom observer
 Debbie Robinson-ESE Lead Teacher-collection of ESE plan, FAA results, 504 plans, classroom observer, school improvement plan data analyzer
 Matt Tracy - Testing Coordinator and Instructional Materials Manager

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 goal of our MTSS team is to make sure that every child has the opportunity to experience academic success. Takita Williams is the MTSS Administrator who facilitates these meetings. Our school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members (Section C1b) with expertise in academics and behavioral domains. This team meets weekly on Tuesday mornings. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and /or behavior and determines why the problem is occurring. The MTSS team designs and implements research based interventions and regularly monitors student progress/response to interventions. The school improvement plan (SIP) serves as a guide to assist the team with meeting the academic needs of the student.

Our data-based problem solving processes for implementation and monitoring of our MTSS and SIP structures are behavior and academic data (attendance report, progress reports and report cards, FCAT, CGA, Iowa) collection and analysis, parent conferences, classroom observations, teacher input and one on one conferencing with the student.

Our MTSS teacher referral process gives an overview regarding a student struggling academically and/or behaviorally. Once the student is referred to the MTSS team, the data is collected and evaluated. An input form is given to all of his or her teachers for additional feedback. A one-on-one conference is conducted with the student by one of the MTSS team members.

Classroom observations are conducted by one of the team members as well. A parent conference is held to address the data findings, classroom observations and teacher input forms. At this conference, an action plan is established to address the individual needs of the student.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, along with programs offered during regular school hours. This includes the hiring of full-time intensive reading and math teachers.

Title II

The District receives supplemental funds for improving basic education through the purchase of small equipment to educational programs.

Title III

Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. JSMAL receives money to partially fund teacher positions and para positions for ELL support.

Supplemental Academic Instruction (SAI)

SAI funds will be used to fund during the day and after school tutoring programs.

Violence Prevention Programs

The District offers behavior intervention programs such as Student Options for Success and Night-Time substance abuse programs. Through Full Service School Referrals, students have access to free counseling.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jimmie Robinson-Morales	Parent
Amanda Jones	Parent
Chad Jones	Parent
Dalisa Murray	Parent
Kathy Weiland	Parent
Latoya Martin	Parent
Linda Edwards	Parent
Paula Kampfer	Teacher
Debbie Wilder	Business/Community
Tressie Wimberly	Business/Community
Jenifer Raulerson Campese	Principal
Gloria Acosta	Parent
Angie Gregory	Student

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 evaluation of the data component listed in the school improvement plan was conducted at the SAC meeting that was held in June .

Development of this school improvement plan

The SAC will assist in the preparation and evaluation of the 2014-2015 school improvement plan, professional development activities and parental involvement activities throughout the year.

Preparation of the school's annual budget and plan

The budget process began in Spring of 2014. Duval County Public Schools uses an allocation method based on FTE. In the spring, our budget was based on a WFTE of 793, which resulted in a reduction of teaching positions. The budget, and positions eliminated was reviewed and approved by SAC and SDM.

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

We currently have 2,490 in our SAC budget.

\$1200 will be used for teacher grants regarding academic enhancement

\$1290 will be used to support instruction in the core content areas by purchasing supplemental resources.

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
Campese, Jenifer	Principal
Neal-Butts, Tiffany	Instructional Coach
Ricks, Joanne	Teacher, K-12
Kampfer, Paula	Teacher, K-12
Robinson, Deborah	Teacher, ESE
Williams, Takita	Assistant Principal
Williams, Moses	Assistant Principal
Brooks, Bobbilyn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our LLT will promote literacy environments by focusing on Instructional Shifts (Building Content through content-rich, non-fiction and informational text, reading and writing grounding in evidence from text, and regular practice with complex text and its academic vocabulary).

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

Our strategy to encourage positive working relationships between teachers is demonstrated in our professional learning communities PLCs. Our PLCs involves a common 90 minute planning period for our content area teachers. During this planning period teachers are encourage to create activities that will enhance the student's engagement, content rigor, ownership and demonstration of understanding. Analysis of student data is also key component of the PLC.

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

To recruit effective teachers the administrative team has developed an interview protocol that comprises behavioral questions that require the applicant to answer in the STAR format. Responses are rated on a scoring rubric and averaged to determine the best candidate.

To retain effective teachers, the coaches, administrators and PDF all take an active roll in nurturing new teachers and supporting veteran teachers. Professional growth activities include the following:

- Weekly PLC Meetings by content area
- Daily common planning by content
- Monthly meetings for mentor/mentee
- Professional Workshops

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

Ms. Lynn Rind serves as the School's Professional Development Facilitator:

We currently have 6 teachers participating in the MINT program. Ms. Rind has assigned each teacher a mentor teacher. The mentor will assist in completing MINT observations and portfolio assignments. The buddy will serve as a sounding board, and lifeline for the new teacher.

Ms. Rind will conduct monthly meetings to provide an opportunity for the MINT teachers and mentors to

meet. The monthly meeting will focus on providing time for housekeeping items, such as next steps and remaining tasks. The meeting will also serve as a protected time for the new teachers to ask questions about protocol, procedures or best practices. Ms. Rind will also invite guest speakers or facilitators based on needs or concerns identified by the 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

For the 2015-2016 school year, new reading and math curriculum guides and materials have been implemented to align to the new Florida Standards. Our goal is for the students to be engaged in rigorous curriculum and to take ownership of the objective in order to demonstrate mastery of the content.

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 student data drives the instruction. Differentiation is modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. Although it might seem like a daunting task, designing and applying a variety of strategies within one classroom can be done at a variety of levels. Our teachers differentiate instruction with an individual student, within a small group, or with a whole class. Differentiating does not mean providing separate, unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea.

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: 60

Through Communities In Schools (CIS), Stilwell provides an after-school academic and enrichment program.

TEAM UP Core Areas

Academic Enrichment- Certified teachers provide academic assistance in homework and curriculum that augments what is used during the day. The academic component is hands on experiential teaching. Equipment and supplies are provided by the program, which allows the teachers to engage the students. Students who attend the program three days or more during the week are tracked for their academic progress. Teachers are also required to maintain lesson plans that follow the Florida Sunshine State Standards.

Cultural Enrichment- Students participate in cultural activities such as dance, karate, art and field trips that are educational and provide a variety of resources for skills development.

Life Skills/ Leadership- Staff members are trained in the Boys & Girls Club curriculum that provides outstanding activities in leadership, decision-making and Positive Youth Development. A Youth Advisory Council assists in planning all aspects of the center.

Social Recreation- This component provides activities such as Baseball, Flag Football, Volleyball, Basketball, a game room and other fun activities that will allow students to develop their social skills.

Community Service- Students participate in community service projects that provide them with the opportunity to give back to their community.

Parental Involvement- Monthly parenting workshops are offered to parents. Workshops focus on parenting skills, adolescent behavior and other issues parents would like assistance in. Quarterly parenting events also take place where students and parents are recognized for their progress.

Strategy Rationale

To assist with increasing the student's learning gains, addressing the achievement gap, supporting the ESE population and assisting struggling learners.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The expectation is that the Team-UP academic enrichment will align with the school-wide strategies implemented during the instructional day (4-column method, SRE, Frayer Model). We will regularly provide focus lesson assessment data to drive instructional needs during the academic enrichment program after school.

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

Our strategies for our outgoing 8th grade students include a parent information night. During this event the faculty from our feeder schools enhance the knowledge of the students and parents

regarding their curriculum and programs.

Our strategies for our incoming 6th grade students include hosting of their award program. During this event the faculty and students from our feeder schools issue the awards to their students. Our JSMAL administrative team presents an overview of our curriculum and expectations. The conclusion of the program includes a edible treat and tour of our campus.

Our ESE department meets with our feeder elementary and high schools to ensure that our incoming and outgoing students needs are met on their individual education plans.

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

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

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

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

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.** If all learning tasks are planned and facilitated to meet both student need and the expectation of the Standard(s) through the instructional shifts then student achievement will improve the following areas:
- G2.** If we improve student behavior through positive-based interventions, then we will improve the following EWS data.

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. If all learning tasks are planned and facilitated to meet both student need and the expectation of the Standard(s) through the instructional shifts then student achievement will improve the following areas: 1a

G071687

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Lowest 25% Gains	70.0
FSA English Language Arts - Achievement	55.0
ELA/Reading Lowest 25% Gains	75.0
FSA Mathematics - Achievement	55.0
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	60.0

Resources Available to Support the Goal 2

- Math and Reading Coach
- Administrative content leaders
- Common planning every day by content area and grade level
- Support from district specialists for science, social studies, math and reading
- Web based interventions and learning software (Achieve 3000, iReady)
- Performance Matters (data tracking software)
- 4 Pillars of Excellent Instruction ("Look Fors")
-

Targeted Barriers to Achieving the Goal 3

- Lack of focus on Instructional Shifts

Plan to Monitor Progress Toward G1. 8

Observational Data, CGAs, Lexile Growth and In-House Assessments

Person Responsible

Jenifer Campese

Schedule

Biweekly, from 8/28/2014 to 5/27/2016

Evidence of Completion

Incremental growth of targets assessed by FSA and EOC.

G2. If we improve student behavior through positive-based interventions, then we will improve the following EWS data. 1a

G071688

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1985.0
Attendance rate	99.0

Resources Available to Support the Goal 2

- HERO
- PBIS - Foundations Team
- Safe Schools Office
- Cadet Manual
- Student Handbook

Targeted Barriers to Achieving the Goal 3

- Reactionary Discipline

Plan to Monitor Progress Toward G2. 8

Reduction of Referrals and Absences (EWS Data)

Person Responsible

Monica Sims

Schedule

Biweekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Decrease of referrals and increase of attendance logged into FOCUS.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all learning tasks are planned and facilitated to meet both student need and the expectation of the Standard(s) through the instructional shifts then student achievement will improve the following areas: **1**

 G071687

G1.B1 Lack of focus on Instructional Shifts **2**

 B186883

G1.B1.S1 Create and utilize supported planning protocol **4**

 S198306

Strategy Rationale

Few teachers plan effectively using an outlined instructional framework.

Action Step 1 **5**

Coaches will create a planning cycle using the Common Planning Tool, Student Equip Protocol, Standard Analysis Tool, and Data Analysis Tool

Person Responsible

Tiffany Neal-Butts

Schedule

On 9/16/2015

Evidence of Completion

Agenda minutes will included the planning cycle through instructional tools.

Action Step 2 5

Administrators will introduce and facilitate the first use of planning protocol within PLCs.

Person Responsible

Jenifer Campese

Schedule

Evidence of Completion

Agenda minutes

Action Step 3 5

Coaches will continue to facilitate the use of planning protocols through gradual release process.

Person Responsible

Tiffany Neal-Butts

Schedule

Weekly, from 9/21/2015 to 12/18/2015

Evidence of Completion

Observational data through PLCs will show evidence of teachers beginning to own the use of planning protocols.

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

Administrators will observe and provide feedback to coaches around the facilitation of planning protocols.

Person Responsible

Jenifer Campese

Schedule

Weekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Minutes of leadership and coaching meetings when PLC observational data is reviewed.

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

Gradual release of planning protocols

Person Responsible

Jenifer Campese

Schedule

Weekly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Observational data will be collected to ensure gradual release of planning protocols from academic coaches to teachers.

G1.B1.S2 Support instructional delivery through a tiered system. 4

 S198307

Strategy Rationale

Observational data indicates a wide-range of teacher needs.

Action Step 1 5

Identify Model Classrooms based on Instructional Shifts

Person Responsible

Jenifer Campese

Schedule

Every 3 Weeks, from 8/31/2015 to 6/3/2016

Evidence of Completion

Observational data by both academic coaches and administrators.

Action Step 2 5

Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with what is being modeled) as related to instructional shifts and proper implementation of curriculum.

Person Responsible

Tiffany Neal-Butts

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Observational data that specifically focuses on explicit modeled behavior.

Action Step 3 5

Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.

Person Responsible

Tiffany Neal-Butts

Schedule

On 6/3/2016

Evidence of Completion

Debrief during Common Planning of what was modeled and apply that model to observers.

Action Step 4 5

Coaches will support identified teachers through intensive coaching cycle.

Person Responsible

Jenifer Campese

Schedule

Biweekly, from 10/2/2015 to 6/3/2016

Evidence of Completion

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

Administrators will observe use of model classrooms and intensive coaching cycle process,

Person Responsible

Jenifer Campese

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Observational data, coaching logs and intensive cycle feedback from coaches.

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

Change of instructional practices that align with shifts.

Person Responsible

Jenifer Campese

Schedule

Weekly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Informal and Formal Observational Data

G1.B1.S3 Create a data responsive culture 4

S198308

Strategy Rationale

To meet student need through use of data during instruction

Action Step 1 5

Flexible Master Schedule - Students will be placed or realigned into courses based on initial data from last school year, baseline data (Achieve 3000 and iReady), and initial DAR testing.

Person Responsible

Takita Williams

Schedule

Semiannually, from 8/24/2015 to 2/1/2016

Evidence of Completion

Placement of students into correct courses based on multiple data sources.

Action Step 2 5

Publicly display data points to students, teachers and other stakeholders using the academyfitbit board.

Person Responsible

Jenifer Campese

Schedule

Monthly, from 9/14/2015 to 5/6/2016

Evidence of Completion

Bulletin Boards (AcademyFITBIT), Weekly POD (WHERE ARE WE?)

Action Step 3 5

Routine data chats between student to teacher, teacher to teacher, teacher to coach, coach to admin administrator to teacher, administrator and coach to student.

Person Responsible

Jenifer Campese

Schedule

Weekly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Data Analysis Templates for each of the pairings, Agenda Minutes from Coaches Meetings, Leadership Team Minutes

Action Step 4 5

Use of data (student work and assessment data) during planning protocols to assess student need during instruction.

Person Responsible

Jenifer Campese

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Analysis Template and Student Work Protocols

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

School-wide data chats

Person Responsible

Jenifer Campese

Schedule

Quarterly, from 10/1/2015 to 5/13/2016

Evidence of Completion

Students Data Chat Forms, Training for Admin and Coaches on Data Chat Conversations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data Conversations with coaches, teachers and leadership team

Person Responsible

Jenifer Campese

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Minutes of PLCs, Coaches Meetings, Leadership Team Meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Public Display of Student Data

Person Responsible

Tiffany Neal-Butts

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Updated Bulletin Boards

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Scheduling students in courses based on DAR, iReady, and Achieve 3000.

Person Responsible

Takita Williams

Schedule

Quarterly, from 8/1/2015 to 2/5/2016

Evidence of Completion

Student Schedule Changes based on DAR, iReady and Achieve 3000.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers, students, administrators, and academic coaches are engrossed in data conversations and moving toward specific targets.

Person Responsible

Jenifer Campese

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data Chats, Leadership Team Meeting Notes, Coaches Meeting Minutes, PLC Minutes, Data-rich environment

G2. If we improve student behavior through positive-based interventions, then we will improve the following EWS data. 1

G071688

G2.B1 Reactionary Discipline 2

B186888

G2.B1.S1 Positively reinforcing three targeted behaviors through points and incentives. 4

S198313

Strategy Rationale

If our school positively reinforces these 5 behaviors, the goal is that the negative behaviors will decrease overall as related to the 5 specific behaviors.

Action Step 1 5

Train all teachers in assigning points via HERO for Class Participation, Transition in Hallway, and Random Acts of Kindness.

Person Responsible

Moses Williams

Schedule

On 8/19/2015

Evidence of Completion

HERO Powerpoint, Teacher Registration into HERO

Action Step 2 5

Tracking of points through HERO

Person Responsible

Lynne Rind

Schedule

On 6/3/2016

Evidence of Completion

HERO Tracking Reports

Action Step 3 5

Create student incentives based on point systems.

Person Responsible

Charlotte Joyce

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Increase of students from event to event based on positive behavioral points.

Action Step 4 5

Foundations Team will use a problem solving process anytime HERO data shows lack of acceptable growth.

Person Responsible

Monica Sims

Schedule

Biweekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Agenda Items and Action Steps

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

AP and ISSP Teacher will review HERO data to ensure all teachers are using the system appropriately.

Person Responsible

Moses Williams

Schedule

Weekly, from 10/2/2015 to 6/3/2016

Evidence of Completion

HERO Reports

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

HERO data is showing an increase in positive behaviors.

Person Responsible

Lynne Rind

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Increase in HERO points - Increase in Percentage of Students Assigned points.

G2.B1.S2 Use of external stakeholders as mentoring and motivational supports for at-risk students. 4

S198314

Strategy Rationale

At-risk students need to be trained with alternative response patterns when faced with challenging situations.

Action Step 1 5

Assign students based on EWS data to trained external supports.

Person Responsible

Schedule

Weekly, from 9/1/2015 to 10/2/2015

Evidence of Completion

Student Rosters for External Stakeholders

Action Step 2 5

Review data to continuously assign students to external supports.

Person Responsible

Moses Williams

Schedule

Biweekly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Student Rosters for External Stakeholders

Action Step 3 5

Foundations Team will use a problem solving process anytime behavioral data shows lack of acceptable growth from students' assigned to support groups.

Person Responsible

Monica Sims

Schedule

Biweekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Agenda Items and Action Steps

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Continuously ensure that students are assigned and attending motivational or mentoring opportunities.

Person Responsible

Lynne Rind

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Student Rosters and attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Students assigned to mentors show changes in response patterns with challenging situations.

Person Responsible

Monica Sims

Schedule

Biweekly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Increase in Positive Behaviors

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	Coaches will create a planning cycle using the Common Planning Tool, Student Equip Protocol, Standard Analysis Tool, and Data Analysis Tool	Neal-Butts, Tiffany	9/16/2015	Agenda minutes will included the planning cycle through instructional tools.	9/16/2015 one-time
G1.B1.S2.A1	Identify Model Classrooms based on Instructional Shifts	Campese, Jenifer	8/31/2015	Observational data by both academic coaches and administrators.	6/3/2016 every-3-weeks
G1.B1.S3.A1	Flexible Master Schedule - Students will be placed or realigned into courses based on initial data from last school year, baseline data (Achieve 3000 and iReady), and initial DAR testing.	Williams, Takita	8/24/2015	Placement of students into correct courses based on multiple data sources.	2/1/2016 semiannually
G2.B1.S1.A1	Train all teachers in assigning points via HERO for Class Participation, Transition in Hallway, and Random Acts of Kindness.	Williams, Moses	8/17/2015	HERO Powerpoint, Teacher Registration into HERO	8/19/2015 one-time

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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
G2.B1.S2.A1	Assign students based on EWS data to trained external supports.		9/1/2015	Student Rosters for External Stakeholders	10/2/2015 weekly
G1.B1.S1.A2	Administrators will introduce and facilitate the first use of planning protocol within PLCs.	Campese, Jenifer	9/17/2015	Agenda minutes	one-time
G1.B1.S2.A2	Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with what is being modeled) as related to instructional shifts and proper implementation of curriculum.	Neal-Butts, Tiffany	9/21/2015	Observational data that specifically focuses on explicit modeled behavior.	6/3/2016 weekly
G1.B1.S3.A2	Publicly display data points to students, teachers and other stakeholders using the academyfitbit board.	Campese, Jenifer	9/14/2015	Bulletin Boards (AcademyFITBIT), Weekly POD (WHERE ARE WE?)	5/6/2016 monthly
G2.B1.S1.A2	Tracking of points through HERO	Rind, Lynne	9/28/2015	HERO Tracking Reports	6/3/2016 one-time
G2.B1.S2.A2	Review data to continuously assign students to external supports.	Williams, Moses	10/2/2015	Student Rosters for External Stakeholders	6/3/2016 biweekly
G1.B1.S1.A3	Coaches will continue to facilitate the use of planning protocols through gradual release process.	Neal-Butts, Tiffany	9/21/2015	Observational data through PLCs will show evidence of teachers beginning to own the use of planning protocols.	12/18/2015 weekly
G1.B1.S2.A3	Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.	Neal-Butts, Tiffany	9/28/2015	Debrief during Common Planning of what was modeled and apply that model to observers.	6/3/2016 one-time
G1.B1.S3.A3	Routine data chats between student to teacher, teacher to teacher, teacher to coach, coach to admin administrator to teacher, administrator and coach to student.	Campese, Jenifer	10/2/2015	Data Analysis Templates for each of the pairings, Agenda Minutes from Coaches Meetings, Leadership Team Minutes	6/3/2016 weekly
G2.B1.S1.A3	Create student incentives based on point systems.	Joyce, Charlotte	10/1/2015	Increase of students from event to event based on positive behavioral points.	6/3/2016 monthly
G2.B1.S2.A3	Foundations Team will use a problem solving process anytime behavioral data shows lack of acceptable growth from students' assigned to support groups.	Sims, Monica	9/28/2015	Agenda Items and Action Steps	6/3/2016 biweekly
G1.B1.S2.A4	Coaches will support identified teachers through intensive coaching cycle.	Campese, Jenifer	10/2/2015		6/3/2016 biweekly
G1.B1.S3.A4	Use of data (student work and assessment data) during planning protocols to assess student need during instruction.	Campese, Jenifer	9/21/2015	Data Analysis Template and Student Work Protocols	6/3/2016 weekly
G2.B1.S1.A4	Foundations Team will use a problem solving process anytime HERO data shows lack of acceptable growth.	Sims, Monica	9/28/2015	Agenda Items and Action Steps	6/3/2016 biweekly
G1.MA1	Observational Data, CGAs, Lexile Growth and In-House Assessments	Campese, Jenifer	8/28/2014	Incremental growth of targets assessed by FSA and EOC.	5/27/2016 biweekly
G1.B1.S1.MA1	Gradual release of planning protocols	Campese, Jenifer	9/30/2015	Observational data will be collected to ensure gradual release of planning protocols from academic coaches to teachers.	6/3/2016 weekly
G1.B1.S1.MA1	Administrators will observe and provide feedback to coaches around the facilitation of planning protocols.	Campese, Jenifer	9/22/2015	Minutes of leadership and coaching meetings when PLC observational data is reviewed.	5/31/2016 weekly
G1.B1.S2.MA1	Change of instructional practices that align with shifts.	Campese, Jenifer	10/2/2015	Informal and Formal Observational Data	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Administrators will observe use of model classrooms and intensive coaching cycle process,	Campese, Jenifer	9/21/2015	Observational data, coaching logs and intensive cycle feedback from coaches.	6/3/2016 weekly
G1.B1.S3.MA1	Teachers, students, administrators, and academic coaches are engrossed in data conversations and moving toward specific targets.	Campese, Jenifer	8/24/2015	Data Chats, Leadership Team Meeting Notes, Coaches Meeting Minutes, PLC Minutes, Data-rich environment	6/3/2016 weekly
G1.B1.S3.MA1	School-wide data chats	Campese, Jenifer	10/1/2015	Students Data Chat Forms, Training for Admin and Coaches on Data Chat Conversations	5/13/2016 quarterly
G1.B1.S3.MA2	Data Conversations with coaches, teachers and leadership team	Campese, Jenifer	9/21/2015	Minutes of PLCs, Coaches Meetings, Leadership Team Meetings	6/3/2016 weekly
G1.B1.S3.MA3	Public Display of Student Data	Neal-Butts, Tiffany	9/14/2015	Updated Bulletin Boards	6/3/2016 biweekly
G1.B1.S3.MA4	Scheduling students in courses based on DAR, iReady, and Achieve 3000.	Williams, Takita	8/1/2015	Student Schedule Changes based on DAR, iReady and Achieve 3000.	2/5/2016 quarterly
G2.MA1	Reduction of Referrals and Absences (EWS Data)	Sims, Monica	9/28/2015	Decrease of referrals and increase of attendance logged into FOCUS.	6/3/2016 biweekly
G2.B1.S1.MA1	HERO data is showing an increase in positive behaviors.	Rind, Lynne	10/1/2015	Increase in HERO points - Increase in Percentage of Students Assigned points.	6/3/2016 weekly
G2.B1.S1.MA1	AP and ISSP Teacher will review HERO data to ensure all teachers are using the system appropriately.	Williams, Moses	10/2/2015	HERO Reports	6/3/2016 weekly
G2.B1.S2.MA1	Students assigned to mentors show changes in response patterns with challenging situations.	Sims, Monica	10/30/2015	Increase in Positive Behaviors	6/3/2016 biweekly
G2.B1.S2.MA1	Continuously ensure that students are assigned and attending motivational or mentoring opportunities.	Rind, Lynne	9/4/2015	Student Rosters and attendance	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. If all learning tasks are planned and facilitated to meet both student need and the expectation of the Standard(s) through the instructional shifts then student achievement will improve the following areas:

G1.B1 Lack of focus on Instructional Shifts

G1.B1.S1 Create and utilize supported planning protocol

PD Opportunity 1

Coaches will create a planning cycle using the Common Planning Tool, Student Equip Protocol, Standard Analysis Tool, and Data Analysis Tool

Facilitator

Academic Coaches

Participants

Leadership Team

Schedule

On 9/16/2015

PD Opportunity 2

Coaches will continue to facilitate the use of planning protocols through gradual release process.

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Weekly, from 9/21/2015 to 12/18/2015

G1.B1.S2 Support instructional delivery through a tiered system.

PD Opportunity 1

Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with what is being modeled) as related to instructional shifts and proper implementation of curriculum.

Facilitator

Coach - Reading, Math and Science

Participants

Model Classroom Teachers

Schedule

Weekly, from 9/21/2015 to 6/3/2016

PD Opportunity 2

Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.

Facilitator

Model Teacher/s and Coaches

Participants

Observing Teacher

Schedule

On 6/3/2016

G1.B1.S3 Create a data responsive culture

PD Opportunity 1

Routine data chats between student to teacher, teacher to teacher, teacher to coach, coach to admin administrator to teacher, administrator and coach to student.

Facilitator

Leadership Team

Participants

Coaches, Teachers and Students

Schedule

Weekly, from 10/2/2015 to 6/3/2016

PD Opportunity 2

Use of data (student work and assessment data) during planning protocols to assess student need during instruction.

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Weekly, from 9/21/2015 to 6/3/2016

G2. If we improve student behavior through positive-based interventions, then we will improve the following EWS data.

G2.B1 Reactionary Discipline

G2.B1.S1 Positively reinforcing three targeted behaviors through points and incentives.

PD Opportunity 1

Train all teachers in assigning points via HERO for Class Participation, Transition in Hallway, and Random Acts of Kindness.

Facilitator

Moses Williams

Participants

Teachers

Schedule

On 8/19/2015

Technical Assistance Items

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