

Clay County Schools

Lake Asbury Junior High School



2016-17 Schoolwide Improvement Plan

Lake Asbury Junior High School

2851 SANDRIDGE RD, Green Cove Springs, FL 32043

<http://laj.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	A	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Asbury Junior High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

At Lake Asbury Junior High, teachers help students embrace student diversity and validate the cultural identity of students. In doing so, classrooms that model tolerance and appreciation of student differences are created. Teachers foster a collaborative classroom environment where all students feel safe to communicate and work cooperatively.

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

The goal of Lake Asbury Junior High is to create an atmosphere of learning in an environment that values safety, discipline, and civility. Creating order and discipline is a team effort established through firm, fair, and reasonable discipline are key ingredients in a successful school. We have a Foundations team which is made up of a variety of staff members who identify areas of concern around the school campus and work on procedures to help fix it.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Based on our early warning system information, we identify students who have two early warning system indicators as candidates for our before and after school tutoring/ mentoring program. We meet with each student individually and create a plan to help the student be more successful at school. The identified student will also meet with the guidance counselors to discuss attendance, grades, discipline, and testing.

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

3. Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	51	43	0	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	0	63	65	0	0	0	0	128	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	62	0	0	0	0	63	
Level 1 on statewide assessment	0	0	0	0	0	0	0	189	231	0	0	0	0	420	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	5	0	0	0	0	6	

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

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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Jones , Justin	Other
Ayers, Carolyn	Assistant Principal
Swenson, Edwin	Teacher, K-12
Crosby, James	Teacher, K-12
Murphy, Becky	Principal
Crews, laurienne	Teacher, K-12
Glod, Robert	Teacher, K-12
Kevern, Pamela	Teacher, K-12
Phillips, Michael	Teacher, ESE
Shimer, Jami	Teacher, K-12
Steinmetz, Jennifer	Teacher, K-12
Yacavone, Greer	Teacher, K-12
Smith, Cynthia	Teacher, Career/Technical
Leblanc, Robert	Teacher, K-12

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes Performance Matters benchmark assessments, and formal assessments such as FSA and high school EOC's. The principal, Becky Murphy is the leader of the meeting. Administrators, J. Jones, and C Ayers, attend the meetings in a support role for the principal. The intervention team facilitator, L. Egnew, serves to suggest effective interventions for Tier 1 and Tier 2 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers, J. Crosby, E. Swenson, L. Crews, R. Glod, P. Kevern, M. Phillips, J. Shimer, J. Steinmetz, G. Yacavone, R. Leblanc, and C. Smith serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ed Swenson	Teacher
Jim Crosby	Teacher
Meg Sieruta	Teacher
Joyce Aldrige	Education Support Employee
Sherri Forkey	Parent
Diane Salazar	Parent
Heather McVey	Education Support Employee
Becky Murphy	Principal
Laurie Crittenden	Teacher
Sharon Moore	Teacher
Telissa Caraway	Teacher
Dawn Nichols	Parent
Justin Jones	Student
Amy Batchelor	Teacher
Anglea Stephenson	Teacher
Jackie Dalton	Education Support Employee
Scott Grimm	Parent
Holly Jordan	Parent
Levicia Smith	Parent
Lakesha Barnwell	Parent
Heather Kellum	Parent
Yolanda Olmstead	Parent
Heather McQueen	Parent
Jovanna Desgoutte	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Murphy, Becky	Principal
Ayers, Carolyn	Assistant Principal
Eaton, Pamela	Teacher, K-12
Kevern, Pamela	Teacher, K-12
Crews, laurienne	Teacher, K-12
Jones , Justin	Other

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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

D. Public and Collaborative Teaching

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

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

We have department meetings and weekly Professional Learning Communities. During the Professional Learning Communities, teachers collaborate with other teachers about curriculum; review student work and data; and improve professional practices. Teachers innovate using writing in all courses to validate thinking. They engage students in strategies that allow students to read, talk, and write during the entire school day to further their understanding through the use of the county-wide Framework for Intentional

and Targeted Teaching. Teachers empower and strengthen Professional Learning Communities by implementing a one hour per week collaborative planning time for instructional staff. Core-content teachers all have common planning within their collective teams which affords additional time for collaborative cross curricular planning.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Administration visits classrooms on a regular basis to ensure that the standards are being taught with fidelity at Lake Asbury Junior High. Literacy Design Collaborative is used in 10% of our classrooms at Lake Asbury Junior. Regularly, with content area departments teachers discuss and plan based on county curriculum maps and the Florida Standards.

b. Instructional Strategies

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

Lake Asbury junior high uses small group instruction, Kagan engagement strategies, PLC logs, technology, Discovery Education, Mathia (Carneigie Learning), Achieve 3000, Algebra Nation, Advanced/Gifted/Standard classes, Tiger Team (ESE students that follow grade level curriculum in a small group setting) to differentiate instruction to meet the diverse needs of students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Students are identified by teachers needing additional instruction in core academic subjects. Personal invitations are sent to parents informing of this opportunity and requesting their child participates in this tutoring. Teachers are available to assist students in Language Arts, Math Science, and Social Studies. Students meet regularly for 1 hour sessions either before or after school.

Strategy Rationale

This gives students an opportunity to complete missing assignments for classwork and provide support for students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ayers, Carolyn, carolyn.ayers@myoneclay.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Incoming 6th graders from our feeder elementary schools are provided articulation days via the guidance department. Students are provided a tour of our school and guidance counselors incorporate information sessions for these students about expectations for junior high. The Moving Up program provides 2 summer sessions for students to attend to become familiar with campus layout and expectations.

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

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

b. College and Career Readiness

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

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

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

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of students scoring a level 3 or better on the FSA ELA in 7th and 8th grade will increase by 5%.
- G2.** 45% of the students constituting the lowest 25% on the FSA Math in 7th or 8th grade will show learning gains.

Strategic Goals Detail

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

G1. The number of students scoring a level 3 or better on the FSA ELA in 7th and 8th grade will increase by 5%. 1a

G086053

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.8

Targeted Barriers to Achieving the Goal 3

- Students lack proficiency in reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Team meetings will identify at risk students. Attendance team meetings will be held to address students who are frequently absent. Guidance will meet with at risk students. PD opportunities will provide instructional strategies.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Becky Murphy

Schedule

Monthly, from 8/9/2016 to 6/8/2017

Evidence of Completion

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

G2. 45% of the students constituting the lowest 25% on the FSA Math in 7th or 8th grade will show learning gains. 1a

G086054

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Students lack of number sense

Resources Available to Help Reduce or Eliminate the Barriers 2

- math interventions for students, math nation program, pull-out remediation for struggling students

Plan to Monitor Progress Toward G2. 8

Student Achievement - gains

Person Responsible

Becky Murphy

Schedule

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

Evidence of Completion

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

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. The number of students scoring a level 3 or better on the FSA ELA in 7th and 8th grade will increase by 5%. **1**

 **G086053**

G1.B1 Students lack proficiency in reading. **2**

 **B228696**

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

 **S241156**

Strategy Rationale

This will help to remediation for struggling students.

Action Step 1 **5**

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

Person Responsible

Becky Murphy

Schedule

Monthly, from 8/9/2016 to 6/8/2017

Evidence of Completion

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

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

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

Person Responsible

Becky Murphy

Schedule

On 6/8/2017

Evidence of Completion

RTI plans

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

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

Person Responsible

Carolyn Ayers

Schedule

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

Evidence of Completion

MTSS plans, Universal Screeners, and student achievement data.

G1.B1.S2 Instructional resources and teaching strategies will be gathered and available for teachers and shared during Professional Development meetings. 4

S241157

Strategy Rationale

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

Action Step 1 5

Compilation of teacher resources

Person Responsible

Justin Jones

Schedule

Monthly, from 8/9/2016 to 6/8/2017

Evidence of Completion

Binder of resources by subject area

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

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

Person Responsible

Justin Jones

Schedule

Monthly, from 8/9/2016 to 6/8/2017

Evidence of Completion

Student Work samples, lesson plans with evidence of resources used

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

Local testing (PM, EOC, common classroom assessments)

Person Responsible

Justin Jones

Schedule

Quarterly, from 8/9/2016 to 6/8/2017

Evidence of Completion

Student Work samples and testing data

G2. 45% of the students constituting the lowest 25% on the FSA Math in 7th or 8th grade will show learning gains. 1

 G086054

G2.B1 Students lack of number sense 2

 B228697

G2.B1.S1 Weekly remediation with at risk students 4

 S241158

Strategy Rationale

To provide additional support and focused remediation to increase students performance on the FSA Math

Action Step 1 5

Identify students struggling with curriculum

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 8/9/2016 to 6/8/2017

Evidence of Completion

FSA Math scores, teacher documentation, and student performance

Action Step 2 5

Develop a schedule of remediation for struggling students

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 8/9/2016 to 6/8/2017

Evidence of Completion

Schedule of remediation and attendance logs

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

Attendance log and remediation schedule

Person Responsible

Becky Murphy

Schedule

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

Evidence of Completion

Meeting minutes will be kept discussed with administration in order to ensure that core instruction is effective. Sign-in sheets will also be kept to ensure students are being met with on a weekly basis.

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

Administration will conduct Walk Throughs to ensure implementation of strategies shared.

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 8/9/2016 to 6/8/2017

Evidence of Completion

Meeting logs, remediation strategies

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M321216	Student Achievement - gains	Murphy, Becky	8/10/2015	PM, Clay Writes data and Universal Screeners. Group Learning Targets, FSA, FCAT test, EOC's	6/3/2016 quarterly
G1.B1.S1.MA1 M321209	Intervention teams will review progress monitoring data to make instructional decisions.	Ayers, Carolyn	8/17/2015	MTSS plans, Universal Screeners, and student achievement data.	6/3/2016 quarterly
G2.B1.S1.MA1 M321215	Attendance log and remediation schedule	Murphy, Becky	8/10/2015	Meeting minutes will be kept discussed with administration in order to ensure that core instruction is effective. Sign-in sheets will also be kept to ensure students are being met with on a weekly basis.	6/3/2016 weekly
G1.MA1 M321213	Student Achievement data will be reviewed to monitor progress toward goal.	Murphy, Becky	8/9/2016	PM assessment data, progress monitoring data, Universal Screeners, student grades.	6/8/2017 monthly
G1.B1.S1.MA1 M321210	Teachers and Intervention Team Facilitator will write intervention plans during PLC's and monthly...	Murphy, Becky	8/9/2016	RTI plans	6/8/2017 one-time
G1.B1.S1.A1 A312144	Meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams...	Murphy, Becky	8/9/2016	PM Tier II and III plans, Universal Screeners, PM Quarterly Data, Common Assessment data, and student grades.	6/8/2017 monthly
G2.B1.S1.MA1 M321214	Administration will conduct Walk Throughs to ensure implementation of strategies shared.	Ayers, Carolyn	8/9/2016	Meeting logs, remediation strategies	6/8/2017 weekly
G2.B1.S1.A1 A312146	Identify students struggling with curriculum	Ayers, Carolyn	8/9/2016	FSA Math scores, teacher documentation, and student performance	6/8/2017 weekly
G2.B1.S1.A2 A312147	Develop a schedule of remediation for struggling students	Ayers, Carolyn	8/9/2016	Schedule of remediation and attendance logs	6/8/2017 weekly
G1.B1.S2.MA1 M321211	Local testing (PM, EOC, common classroom assessments)	Jones , Justin	8/9/2016	Student Work samples and testing data	6/8/2017 quarterly
G1.B1.S2.MA1 M321212	Teachers will use the resources being gathered in the way they were designed to be used	Jones , Justin	8/9/2016	Student Work samples, lesson plans with evidence of resources used	6/8/2017 monthly
G1.B1.S2.A1 A312145	Compilation of teacher resources	Jones , Justin	8/9/2016	Binder of resources by subject area	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. The number of students scoring a level 3 or better on the FSA ELA in 7th and 8th grade will increase by 5%.

G1.B1 Students lack proficiency in reading.

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

PD Opportunity 1

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

Facilitator

Administration

Participants

ESE Support Facilitator, Guidance, and Teachers

Schedule

Monthly, from 8/9/2016 to 6/8/2017

G1.B1.S2 Instructional resources and teaching strategies will be gathered and available for teachers and shared during Professional Development meetings.

PD Opportunity 1

Compilation of teacher resources

Facilitator

Egnew, Ayers, Murphy, Jones

Participants

LAJH teachers

Schedule

Monthly, from 8/9/2016 to 6/8/2017

G2. 45% of the students constituting the lowest 25% on the FSA Math in 7th or 8th grade will show learning gains.

G2.B1 Students lack of number sense

G2.B1.S1 Weekly remediation with at risk students

PD Opportunity 1

Identify students struggling with curriculum

Facilitator

Department Heads, Support Facilitator, administration

Participants

All core content teachers

Schedule

Weekly, from 8/9/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams will discuss ways to support struggling learners during core instruction and create intervention plans for individual students.	\$0.00
2	G1.B1.S2.A1	Compilation of teacher resources	\$0.00
3	G2.B1.S1.A1	Identify students struggling with curriculum	\$0.00
4	G2.B1.S1.A2	Develop a schedule of remediation for struggling students	\$0.00
Total:			\$0.00