

Duval County Public Schools

Westside Middle School



2016-17 Schoolwide Improvement Plan

Westside Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

www.duvalschools.org/wms

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 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

**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 11/1/2016.

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 Westside Middle 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.

The mission of J.E.B. Stuart Middle School is to achieve an education standard of excellence as our chief priority for all students. To accomplish this goal, we will provide a calm, safe, and respectful school climate. Working in collaboration, the faculty, staff, parents and community will ensure that all students achieve their academic, social, and physical potential to become productive citizens and lifelong learners.

b. Provide the school's vision statement.

J.E.B. Stuart Middle School will provide an engaging curriculum that will motivate students to reach their full potential in a safe, nurturing environment.

2. School Environment

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

The diversity of the faculty reflects the diversity among the student body, which helps in establishing empathy between students and their teachers. In daily conversations, teachers learn about the cultures of the students. The faculty interacts with students beyond the school day by attending our parent involvement meetings, sponsoring activities, and attending athletic events.

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

The school promotes positive behavior through positive interactions with students. Students report to the cafeteria upon arrival to campus. Supervision is provided according to district policy. J.E.B. Stuart Middle School is implementing restorative practices and the Motivational Coach USA program to enhance student safety and help students work through conflicts in respectful ways. After school, students are able to participate in the a variety of sports, TEAM-UP, STEM Robotic Club, and extra-curricular clubs.

Additionally, JEB Stuart Middle school is one of six schools which is apart of the Advancing Wellness and Resiliency in Education (AWARE) grant. This grant provides training to faculty and staff members in reference to mental health support for students and parents. The grant also provides a student curriculum which will be integrated into the health curriculum to support student mental health and overall well-being.

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.

J.E.B. Stuart Middle School utilizes the Foundations, CHAMPs behavior management system, and the STOIC checklist to communicate clear, consistent expectations for student behavior in the classroom and public areas. Administrators and instructional coaches have received training in these systems to train, reinforce, and support teachers in utilizing these systems. The school has implemented the new Student Code of Conduct, which clarifies misbehaviors and provides a template for consequences that provides for consistency within the school and across the school district.

Disciplinary incidents are referred to the Dean of students who investigates, talks to the students, communicates with parents, and assigns consequences. The Dean chairs a committee of teachers, which is supported by District specialists, to monitor the behavioral system. Through the collaboration of our PBIS Team and SDMT Committee, our school has reestablished protocols for dress -code and common area procedures. Our PBIS Team has strategically planned school-wide incentives for students through the HERO Program. The course master reflects team planning in which teachers use a RTI Agenda template to discuss and document interventions in the areas of academics, attendance, discipline and positive behavior.

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.

J.E.B. Stuart Middle School has a Guidance Department, with two School Counselors, who determine needs and direct students and families to services, both from the school district and from community agencies. We are a Full Service school, a community program that will work with families and arrange for counseling, support, and other social services that they identify. Communities in Schools keeps full-time personnel (student advocate, family advocate) to carry out the Achievers for Life program by identifying children at-risk of failure and providing for their needs. We provide students the support of a motivational coach through small-groups sessions to discuss social and emotional wellness. Students are provided mentors through the school's 5000 Role Models of Excellence Program. Administrators and 80% of JEB Stuart faculty have been trained in mental health awareness with support of the AWARE 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.

Progress monitoring uses these factors to identify students at-risk of failure:

1. Attendance below 90%.
2. One or more suspensions.
3. Course failure in English Language Arts or mathematics.
4. Level 1 scores in reading or mathematics on the statewide, standardized assessments
5. Students who have been retained or are in course recovery

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	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	57	32	40	0	0	0	0	129
Course failure in ELA or Math	0	0	0	0	0	0	6	5	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	123	84	125	0	0	0	0	332

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	49	37	46	0	0	0	0	132

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

J.E.B. Stuart Middle School uses the Rtl (also known as MTSS) problem-solving process to provide the appropriate interventions. Administrators and instructional coaches monitor identified students for academic progress and work with teachers to provide the appropriate interventions. Students are referred to Achievers for Life if they meet the criteria for participation in the program. Parents are encouraged to enroll their children in Team-Up, an after-school program that provides academic support. We have three research classes which supports the language arts and math classes through a blended learning curriculum.

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?

Yes

1. PIP Link

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

2. Description

J.E.B. Stuart Middle School offers multiple opportunities for parent involvement through monthly SAC/PTA meetings, annual Open House, availability for parent conferences during the school day, athletic programs, and student activities as well as parent/family functions to satisfy Title 1 requirements. The school communicates regularly with parents by sending letters home with students, progress reports and report cards, online parent portal for student grades, teacher websites, parent link phone notification system, and personal phone calls from teachers and staff. Parents and other adult family members are encouraged to volunteer at the school; the school maintains a dedicated computer station where parents and community members may apply and be screened to help at the school. The District supports these efforts through numerous programs and workshops, chief among them the Parent Academy.

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.

J.E.B. Stuart Middle School has identified school personnel to reach out to local community businesses and institutions to form partnerships. In the past, our partners have supported our fundraising efforts and provided goods and services to support the school mission and provide student incentives.

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
Milliner Smith, Sadie	Principal
	Assistant Principal
Griffin, Albert	Dean
Wade, Tandra	Other
Prendergast, Mark	Instructional Coach
Tyson, Cicely	Assistant Principal
Wallace, Allison	Instructional Coach
Chlebowski-Smith, Dana	Teacher, K-12
Craig, Barbara	Teacher, K-12
Johnson, Gloria	Teacher, K-12
Arterberry, Diedrich	Teacher, K-12
Collier, Avis	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.

Sadie Milliner-Smith, Principal, is the instructional leader of the school.

Cicely Tyson Assistant Principal, assists the principal in carrying out the instructional mission of the school.

Albert Griffin, Dean of Students, supports instruction through Positive Behavioral Support systems and serves as the Professional Development Facilitator.

Latrice Nesmith-Kirkpatrick Reading/Literacy Coach, focuses on instruction in ELA & Reading as well as supporting reading and writing in all content areas.

Mark Prendergast, Math Coach, focuses on instruction in Mathematics.

Tandra Wade, Test Chair, supports instruction by coordinating state, district, and school-wide assessments.

Avis Collier, Science Department Chair, leads instruction for Science.

Barbara Craig, Electives Chair, represents our art, music, Spanish, Transitions, information and computer technology, and P.E. teachers.

Dana Chlebowski-Smith, Social Studies Chair, leads instruction for Social Studies and serves as the PBIS chair

Gloria Johnson, Math teacher, represents mathematics.

Diedrich Arterberry, English Language Arts Chair, leads instruction for ELA.

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.

The Leadership Team meets every Monday morning. Team members are responsible for bringing input from stakeholders and for reporting back to their respective departments. The Leadership Team works with the bookkeeper to identify sources of funds which can be used for school initiatives. The Leadership Team works from school data to identify opportunities and challenges to apply resources

for the highest impact.

Shared Decision Making Committee meets monthly to discuss issues of concern. Employees are able to submit agenda items to the SDM subcommittee that creates the agenda for each meeting. The Leadership Team also submits agenda items when a Shared Decision Making consensus is needed.

The RTI(MTSS) team meets monthly to monitor the process of referral, data gathering, program of interventions, and progress monitoring of students identified for Tier 2 and Tier 3 intervention. The Rtl team maintains a roster of personnel available to undertake an intervention based upon identified student barriers to success. The MTSS team consists of M. Bradford, C. Gaiter, S. King, and teacher leaders.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marvetta Jones	Parent
Sadie Milliner-Smith	Principal
Barbara Craig	Teacher
Troy Way	Business/Community
Karisma Lester	Education Support Employee
Alvin Jones	Parent
	Student

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

SAC evaluates the efficacy of the prior year's school improvement plan as part of its review and contribution to the development of the new plan. SAC monitors school improvement as part of its monthly meetings.

b. Development of this school improvement plan

SAC's role in the school improvement plan is to review the planned strategies and the respond to data provided to members. The opinions and thoughts of the SAC members are then taken into consideration as future instructional prescriptions are determined.

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

Budget information is conveyed to SAC when it is received from the District. Feedback from SAC members is submitted to the District by the principal.

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

School improvement funds were used to support students' field trips, supplies, incentives and awards.

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.*

Due to the early deadline of this plan, J.E.B. Stuart Middle School has not completed the organization of the 2014-2015 SAC. The process will be complete before September 30, 2014 and the school will be in compliance.

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
Wallace, Allison	Instructional Coach
Arterberry, Diedrich	Teacher, K-12
Milliner Smith, Sadie	Principal
Tyson, Cicely	Assistant Principal
Newryw, Winona	Teacher, K-12
Craig, Barbara	Teacher, K-12

b. Duties

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

The goals of the Literacy Leadership Team are to Improve student performance in all AMO subgroups and to promote literacy skills across all content areas. The LLT will provide training to all content area teachers on the use and implementation of Achieve 3000 to help increase students' reading proficiency. The team will train other content area teachers on the ACE strategy with a focus on evidence and elaboration. The team members are L. Nesmith-Kirkpatrick, C. Tyson-White, D. Arterberry, W. Newry, Y. Sayaah, A. Booker, H. Rivera and B. Craig, and participation in team meetings is open to all interested faculty members who would like to also serve. The LLT meets monthly to review data and plan next steps. The team promotes increased reading and writing time on task daily in all classrooms. Reading and writing will be supported with school-wide research based reading and writing strategies implemented across the curriculum. The team will lead the promotion of literacy across all content areas by providing activities, incentives and campaigns that promote reading, writing, listening, viewing, and speaking.

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.

J.E.B. Stuart Middle School aligned teachers' planning periods in the master schedule to enable teachers from the same grade level and content area to meet during the school day to plan lessons together, review student data, design common assessments, and discuss common challenges. Early Dismissal Wednesdays will be utilized as much as possible for all teachers from content areas to collaborate and establish vertical articulation throughout the school. The administrative team will meet with the reading and math coach to discuss struggling teachers, and identify next steps.

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

1. Recruit from Teach For America Program, Open Human Resource applicants, and solicit referrals from current employees.
2. Recruit potential applicants from area colleges/universities.
3. Retain: The principal and administrative staff (including PDF) will monitor new teachers via the New Teacher Induction Program, new teachers' program, and classroom observations.
4. Retain: The PDF and coaches will assist in pairing new teachers with mentor teachers to receive support with instruction and classroom management.
5. Retain: The principal will meet with all new and transfer teachers within the first 45 days to receive feedback regarding their progress at the school.
6. Retain: The PDF will hold bi-weekly NTIP meetings with new teachers to review best practices in a collaborative setting.

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

Bi-Weekly meetings are held for mentor support. During the meetings topics such as observation cycles, resources and best practices are discussed and planned for implementation. Mentor teachers are all CET trained and are paired using a variety of requirements such as academic subject, years teaching, mentor strengths (classroom management, use of technology). Other teachers on campus will be utilized for focus observations depending on the need of the new teacher (classroom management, student engagement, lesson design, etc.). Select mentors will be attending the "Foundations of Mentoring" training offered through the PD Dept and bringing those practices back to share at the school level.

Mentors are recruited based upon CET completion, invited to participate as mentors for new teachers. Teachers are also recruited based upon principal recommendation. Mentors will be recognized during a luncheon to be held annually. Planned mentoring activities include bi-weekly NTIP meetings to discuss content-specific best practices, as well as classroom management strategies.

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.

The District chooses instructional programs and materials that have been approved by the Florida Department of Education as meeting Florida standards. These instructional materials are purchased by the District and delivered to the schools. J.E.B. Stuart Middle School uses the materials that the District adopts through its processes.

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.

J.E.B. Stuart Middle School uses data from statewide and district assessments, pupil progression, and student course history to place students into mathematics. As part of their instruction, math students take readiness assessments via the online component of the math curriculum, which assigns them a study path for individual work. Delivery of instruction is accommodated according to

IEPs or 504 plans for the relevant students. Instructional goals are modified if the IEP specifies that the student is on access points. Students whose academic and assessment performance indicate a need for enrichment take a second class to receive the additional support through a different curriculum.

Administrators use appropriate available data to identify the diverse needs of their students for reading placement: state FSA Reading Level scores, and Lexile scores from Achieve 3000, Students scoring in FSA Reading Level One and Level Two, not reading at grade level are scheduled for enrichment reading classes. Additionally, within the classroom, teachers will utilize DAR and Achieve 3000 scores to modify and differentiate instruction. Delivery of instruction is also accommodated according to IEPs or 504 plans for the relevant students. Instructional goals are modified if the IEP specifies that the student is on access points.

Data is collected for students who might be identified as Tier 2 or Tier 3 students under the RtI process. The school uses the data to create intervention goals, pathways, and monitoring.

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: 9,000

Team Up is an afternoon academic and social enrichment opportunity available to all qualifying students. Students receive instructional support and additional time to complete required assignments. Facilitators monitor academic progress and offer subject-specific support as needed, referring students to classroom teachers when additional assistance is required. Team up incorporates activities that promote social well-being for both individuals and interactive teams of students.

Strategy Rationale

The after-school program provides a safe place for students and provides extra academic support as well as developing students' social skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Milliner Smith, Sadie, milliner-s@duvalschools.org

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

Student attendance and participation, academic performance: grades and assessments.

Strategy: Extended School Day

Minutes added to school year: 6,720

Course recovery: The extended learning program will be offered to students who have failed 6th or 7th grade core classes and need to receive credit for a passing grade to maintain progress toward high school. Students will spend 2 hours a day for 2 days for 14 weeks on a Tuesday-Thursday or Monday-Wednesday schedule.

Strategy Rationale

Prevent retention in middle school at the end of the student's third year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Milliner Smith, Sadie, milliner-s@duvalschools.org

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

Student assessment data.

Strategy: Extended School Day

Minutes added to school year: 0

Teachers provide individual student tutoring according to need and student requests. Tutoring takes place before or after school as teachers individually choose days and times. This is a voluntary activity that teachers add to their strategies for student learning. Teachers review student data throughout the year and reach out to parents to recommend tutoring where needed.

Strategy Rationale

Teacher tutoring remediates student difficulties with course content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tyson, Cicely, tysonc@duvalschools.org

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

Assignment and test grades.

Strategy: Weekend Program

Minutes added to school year: 1,800

Students attend a morning program of academic work in reading, math, and science/social studies for 10 Saturdays during the months of January - April. Lessons are created by district specialists and delivered by certificated teachers.

Strategy Rationale

Saturday school helps students progress toward achieving proficiency with Florida standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tyson, Cicely, tysonc@duvalschools.org

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

Statewide assessment performance data.

Strategy: Summer Program

Minutes added to school year: 7,200

Team-Up provides a summer camp program in which students receive four hours of enrichment in academics over the summer. Students also participate in afternoon recreational and social activities.

Strategy Rationale

Summer camp prevents the summer slump during which student retention of learning declines.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Milliner Smith, Sadie, milliner-s@duvalschools.org

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

Student performance in the ensuing school year will be analyzed for the effectiveness of the program.

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 sixth grade students were invited to attend a 2-day summer transition program. This program was designed to meet the social and instructional needs of incoming 6th graders. Students met their teachers, toured the school, and made initial connections with friends.

Eighth grade students and their families are invited in late fall to attend evening programs to become aware of the transition to high school, graduation (12th grade) and promotion (8th grade) requirements, and the choices available to them via the district's magnet and choice themes. In the Spring, high schools visit J.E.B. Stuart Middle School to meet with students and help them transition to an increased level of responsibility and expectations at the high school level.

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.

Our school guidance meets with all students to discuss their personal, social and career goals. These goals are revisited each year. Students who meet district requirements are identified and placed in the Pre-Early College program.

During October our school counselors will plan College and Career week. During this week students will be engaged and immersed in daily activities which reflect a college going atmosphere. Students will learn about various colleges and universities while establishing goals for post secondary education. At the duration of the week students will attend the Duval County College fair or visit one of the local universities. Additionally, during this week students will be exposed to professional and industry careers. Jeb Stuart will partner with Junior Achievers and Frank H. Peterson to host a career fair to expose students to various career opportunities.

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

This year, JEB Stuart is offering an Information and Communication Technology course to promote students' technical skills in the workplace.

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

N/A

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal 1: If we create a responsive classroom environment through culturally diverse learning styles and standards based instruction, then we will create a safe and civil school environment where student learning will be improved in core academic areas.
- G2.** Goal 2: If we increase our usage of blended learning across content areas, then student engagement and achievement in all content areas will improve.

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. Goal 1: If we create a responsive classroom environment through culturally diverse learning styles and standards based instruction, then we will create a safe and civil school environment where student learning will be improved in core academic areas. 1a

G086374

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of cultural awareness and best practices
- Students lack of knowledge of social norms in an educational setting
- Teachers lack of professional development in cultural diversity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Code of Conduct
- CHAMPs
- School Wide Positive Behavior Plan
- Guidance
- Full Service Schools
- Achievers for Life
- Team Up
- PTSA/Parents/SAC
- Challenge Day Activities
- Cultural Awareness Resource Based Literature
- Parent Involvement Liaison

Plan to Monitor Progress Toward G1. 8

Administrators will review data from campus and classroom observations, discipline reports, student and faculty surveys to monitor progress toward goals.

Person Responsible

Sadie Milliner Smith

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Campus and classroom observations Discipline reports Student and faculty TNTP Surveys Parent TNTP Survey

G2. Goal 2: If we increase our usage of blended learning across content areas, then student engagement and achievement in all content areas will improve. 1a

G086375

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	65.0
AMO Math - All Students	
Math Gains	55.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal 3

- Lessons do not engage students in appropriately rigorous content.
- Students do not take ownership of their learning as evidenced by lack motivation and effort, thoughtful dialogue, and collaboration with peers.
- Students lack the skills to communicate their understanding well via writing and discourse.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional materials: textbooks and supplementary workbooks, Curriculum Guide novels, ILit Curriculum, On the Record Curriculum, Achieve3000, Carnegie, and Digits
- Number of enrichment classes built into the master schedule for ELA/reading and Mathematics.
- Additional support provided by ESE facilitators, instructional coaches, and district specialists.
- Guidelines and best practices for Shared Inquiry, Socratic Seminar, Collaborative Learning, Interactive Journals and Comprehension Instructional Sequence.

Plan to Monitor Progress Toward G2. 8

Administrators and coaches will progress monitor data from walk-throughs, Achieve3000, I-Lit, On the Record reading and writing. For math, progress monitoring data will come from walk-throughs, Digits, I-ready, and Carnegie.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Student Discourse Student Work Lesson plans allowed for students' ownership Students taking ownership in their learning

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. Goal 1: If we create a responsive classroom environment through culturally diverse learning styles and standards based instruction, then we will create a safe and civil school environment where student learning will be improved in core academic areas. 1

G086374

G1.B1 Teachers lack of cultural awareness and best practices 2

B229532

G1.B1.S1 Provide professional development to teachers on classroom management, cultural awareness and sensitivity. 4

S242154

Strategy Rationale

To actively promote and maintain a safe, respectful and orderly learning environment for all students and staff.

Action Step 1 5

Provide monthly professional development on research based strategies to enhance teachers knowledge on the Universal Design for Learning Model in a cultural responsive learning environment.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations and artifacts

Action Step 2 5

Provide school wide movement training by the Foundations Team

Person Responsible

Albert Griffin

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation of orderly student transition and staff supervision. Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations.

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

Administrators will progress monitor implementation of positive behavior plans, classroom rituals and routines, and school wide movement.

Person Responsible

Sadie Milliner Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet

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

Administrators will progress monitor discipline data.

Person Responsible

Allison Wallace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet


G2. Goal 2: If we increase our usage of blended learning across content areas, then student engagement and achievement in all content areas will improve. **1**

 G086375

G2.B1 Lessons do not engage students in appropriately rigorous content. **2**

 B229535

G2.B1.S1 Implement instructional lessons that promote student engagement by demonstrating think-alouds and encouraging participation in appropriately challenging, high quality, and grade level content and material. **4**

 S242160

Strategy Rationale

Students need to be authentically and actively involved in their learning. Teachers need to select resources that are at the appropriate cognitive complexity to meet grade level standards and plan tasks that are focused and purposeful to address key concepts, vocabulary, think-alouds and quality student outputs.

Action Step 1 **5**

Provide professional development on lesson planning, and resource selection, based on Florida State Standards, cognitive complexity, grade level guidelines, and district frameworks and curriculum guides.

Person Responsible

Allison Wallace

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and walk-throughs Agendas, attendance, lesson plans Student work Coaching logs

Action Step 2 5

Provide common planning sessions at least once a week for Math to collaboratively develop focused and purposeful lessons that engage students and address key concepts, academic vocabulary, and quality student work, based on the curriculum guides, FSS, grade level texts, and instructional frameworks.

Person Responsible

Mark Prendergast

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and walk-through Agendas, attendance, lesson plans Student work Coaching Logs

Action Step 3 5

Provide Intensive Coaching Cycle (ICC) support to individual teachers or teacher teams as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Observations and walk-through documentation Coaching Logs Lesson plans ICC notes

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

Administrators and coaches will conduct focus walks and provide feedback on the implementation of engaging and appropriately rigorous lessons.

Person Responsible

Sadie Milliner Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and walk-throughs CAST evaluations Coaching logs

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

Administrators and coaches will analyze student data resulting from implementation of engaging and appropriately rigorous lessons.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Assessment Data from ILit, Achieve 3000, Digits, Carnegie, I-ready, On the Record Student academic performance records Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work

G2.B2 Students do not take ownership of their learning as evidenced by lack motivation and effort, thoughtful dialogue, and collaboration with peers. 2

B229536

G2.B2.S1 Implement conditions for authentic and thoughtful student conversations that require evidence and precision in expression 4

S242161

Strategy Rationale

Students need to be able to articulate their thoughts, findings, questions, and responses in socially and academically positive ways and based on text or factual evidence.

Action Step 1 5

Provide professional development for implementing conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal Teaching, Literature Circles, and peer corrective feedback.

Person Responsible

Allison Wallace

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs

Action Step 2 5

Provide common planning sessions at least once a week for all content areas to collaboratively develop conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal teaching, Literature Circles, and peer corrective feedback.

Person Responsible

Mark Prendergast

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Observation and walk-throughs Lesson plans Coaching Logs

Action Step 3 5

Provide Intensive Coaching Cycle (ICC) to teachers or teacher teams as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Observations and walk-through documentation Coaching Logs Lesson plans ICC notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators and coaches will monitor and provide feedback on the implementation of protocols and elements of student to student discourse to build deeper understanding of content.

Person Responsible

Cicely Tyson

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Observations and walk-throughs Lesson plans Student work Coaching logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrators and coaches will monitor student assessment data and observational data focused on use of evidence and precision in communication of learning, and student independence.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Assessment scores Student participation in class Student work

G2.B3 Students lack the skills to communicate their understanding well via writing and discourse. **2**

 B229537

G2.B3.S1 Implement a school wide writing plan that addresses the expectations, strategies, and goals of daily writing based on Florida State Standards, school data and district curriculum guides. **4**

 S242162

Strategy Rationale

A school wide plan will build consensus among the faculty and create a consistent expectation for proficient student communication of learning expressed orally or in writing.

Action Step 1 **5**

Review data and problem solve with faculty to build consensus and adopt a school wide writing plan.

Person Responsible

Allison Wallace

Schedule

On 6/2/2017

Evidence of Completion

Agenda, attendance, teacher products Writing plan School wide Writing Strategies

Action Step 2 **5**

Provide professional development on guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Person Responsible

Cicely Tyson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching logs

Action Step 3 5

Provide common planning sessions at least once a week for all content areas to collaboratively plan and implement guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Person Responsible

Mark Prendergast

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs

Action Step 4 5

Provide Intensive Coaching Cycle to teacher or teacher teams as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Observations and walk-through documentation Coaching logs Lesson plans ICC notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators and coaches will conduct focus walks and provide feedback on proficient use of guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and walk-throughs CAST evaluations Coaching Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators and coaches will analyze student data resulting from proficient use of guidelines for student communication of leaning.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Assessment Data from I-Lit, Achieve 3000, I-ready, Digits, Carnegie Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work Student academic performance records (Performance Matters)

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					
G1.MA1 M323436	Administrators will review data from campus and classroom observations, discipline reports, student...	Milliner Smith, Sadie	10/3/2016	Campus and classroom observations Discipline reports Student and faculty TNTP Surveys Parent TNTP Survey	6/2/2017 quarterly
G2.MA1 M323443	Administrators and coaches will progress monitor data from walk-throughs, Achieve3000, I-Lit, On...	Milliner Smith, Sadie	9/5/2016	Student Discourse Student Work Lesson plans allowed for students' ownership Students taking ownership in their learning	6/2/2017 monthly
G1.B1.S1.MA1 M323434	Administrators will progress monitor discipline data.	Wallace, Allison	8/15/2016	Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet	6/2/2017 monthly
G1.B1.S1.MA1 M323435	Administrators will progress monitor implementation of positive behavior plans, classroom rituals...	Milliner Smith, Sadie	8/15/2016	Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet	6/2/2017 weekly
G1.B1.S1.A1 A313426	Provide monthly professional development on research based strategies to enhance teachers knowledge...	Milliner Smith, Sadie	8/15/2016	Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations and artifacts	6/2/2017 monthly
G1.B1.S1.A2 A313427	Provide school wide movement training by the Foundations Team	Griffin, Albert	8/15/2016	Observation of orderly student transition and staff supervision. Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations.	6/2/2017 quarterly
G2.B1.S1.MA1 M323437	Administrators and coaches will analyze student data resulting from implementation of engaging and...	Milliner Smith, Sadie	9/5/2016	Assessment Data from ILit, Achieve 3000, Digits, Carnegie, I-ready, On the Record Student academic performance records Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work	6/2/2017 monthly
G2.B1.S1.MA1 M323438	Administrators and coaches will conduct focus walks and provide feedback on the implementation of...	Milliner Smith, Sadie	8/15/2016	Classroom observations and walk-throughs CAST evaluations Coaching logs	6/2/2017 weekly
G2.B1.S1.A1 A313428	Provide professional development on lesson planning, and resource selection, based on Florida State...	Wallace, Allison	8/15/2016	Classroom observations and walk-throughs Agendas, attendance, lesson plans Student work Coaching logs	6/2/2017 weekly
G2.B1.S1.A2 A313429	Provide common planning sessions at least once a week for Math to collaboratively develop focused...	Prendergast, Mark	8/15/2016	Classroom observations and walk-through Agendas, attendance, lesson plans Student work Coaching Logs	6/2/2017 weekly
G2.B1.S1.A3 A313430	Provide Intensive Coaching Cycle (ICC) support to individual teachers or teacher teams as needed.	Milliner Smith, Sadie	9/5/2016	Observations and walk-through documentation Coaching Logs Lesson plans ICC notes	6/2/2017 biweekly
G2.B2.S1.MA1 M323439	Administrators and coaches will monitor student assessment data and observational data focused on...	Milliner Smith, Sadie	9/5/2016	Assessment scores Student participation in class Student work	6/2/2017 monthly
G2.B2.S1.MA1 M323440	Administrators and coaches will monitor and provide feedback on the implementation of protocols and...	Tyson, Cicely	9/5/2016	Observations and walk-throughs Lesson plans Student work Coaching logs	6/2/2017 monthly
G2.B2.S1.A1 A313431	Provide professional development for implementing conditions and guidelines for student to student...	Wallace, Allison	9/5/2016	Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs	6/2/2017 monthly
G2.B2.S1.A2 A313432	Provide common planning sessions at least once a week for all content areas to collaboratively...	Prendergast, Mark	9/5/2016	Observation and walk-throughs Lesson plans Coaching Logs	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A3 A313433	Provide Intensive Coaching Cycle (ICC) to teachers or teacher teams as needed.	Milliner Smith, Sadie	9/5/2016	Observations and walk-through documentation Coaching Logs Lesson plans ICC notes	6/2/2017 biweekly
G2.B3.S1.MA1 M323441	Administrators and coaches will analyze student data resulting from proficient use of guidelines...	Milliner Smith, Sadie	9/5/2016	Assessment Data from I-Lit, Achieve 3000, I-ready, Digits, Carnegie Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work Student academic performance records (Performance Matters)	6/2/2017 monthly
G2.B3.S1.MA1 M323442	Administrators and coaches will conduct focus walks and provide feedback on proficient use of...	Milliner Smith, Sadie	8/15/2016	Classroom observations and walk-throughs CAST evaluations Coaching Logs	6/2/2017 biweekly
G2.B3.S1.A1 A313434	Review data and problem solve with faculty to build consensus and adopt a school wide writing plan.	Wallace, Allison	8/15/2016	Agenda, attendance, teacher products Writing plan School wide Writing Strategies	6/2/2017 one-time
G2.B3.S1.A2 A313435	Provide professional development on guidelines for student communication of learning, such as use...	Tyson, Cicely	8/15/2016	Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching logs	6/2/2017 monthly
G2.B3.S1.A3 A313436	Provide common planning sessions at least once a week for all content areas to collaboratively plan...	Prendergast, Mark	8/15/2016	Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs	6/2/2017 weekly
G2.B3.S1.A4 A313437	Provide Intensive Coaching Cycle to teacher or teacher teams as needed.	Milliner Smith, Sadie	9/1/2016	Observations and walk-through documentation Coaching logs Lesson plans ICC notes	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. Goal 1: If we create a responsive classroom environment through culturally diverse learning styles and standards based instruction, then we will create a safe and civil school environment where student learning will be improved in core academic areas.

G1.B1 Teachers lack of cultural awareness and best practices

G1.B1.S1 Provide professional development to teachers on classroom management, cultural awareness and sensitivity.

PD Opportunity 1

Provide monthly professional development on research based strategies to enhance teachers knowledge on the Universal Design for Learning Model in a cultural responsive learning environment.

Facilitator

Milliner-Smith, Tyson-White, Platts, Collier, Prendergast, Mann, Griffin, Arterberry, Wade

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G2. Goal 2: If we increase our usage of blended learning across content areas, then student engagement and achievement in all content areas will improve.

G2.B1 Lessons do not engage students in appropriately rigorous content.

G2.B1.S1 Implement instructional lessons that promote student engagement by demonstrating think-alouds and encouraging participation in appropriately challenging, high quality, and grade level content and material.

PD Opportunity 1

Provide professional development on lesson planning, and resource selection, based on Florida State Standards, cognitive complexity, grade level guidelines, and district frameworks and curriculum guides.

Facilitator

School Coaches and/or District Specialists

Participants

Core Content teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2.B2 Students do not take ownership of their learning as evidenced by lack motivation and effort, thoughtful dialogue, and collaboration with peers.

G2.B2.S1 Implement conditions for authentic and thoughtful student conversations that require evidence and precision in expression

PD Opportunity 1

Provide professional development for implementing conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal Teaching, Literature Circles, and peer corrective feedback.

Facilitator

School Coaches and/or District Specialists

Participants

Core teachers

Schedule

Monthly, from 9/5/2016 to 6/2/2017

G2.B3 Students lack the skills to communicate their understanding well via writing and discourse.

G2.B3.S1 Implement a school wide writing plan that addresses the expectations, strategies, and goals of daily writing based on Florida State Standards, school data and district curriculum guides.

PD Opportunity 1

Provide professional development on guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Facilitator

School Coaches and/or District Specialists

Participants

Core teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

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	Provide monthly professional development on research based strategies to enhance teachers knowledge on the Universal Design for Learning Model in a cultural responsive learning environment.	\$0.00
2	G1.B1.S1.A2	Provide school wide movement training by the Foundations Team	\$0.00
3	G2.B1.S1.A1	Provide professional development on lesson planning, and resource selection, based on Florida State Standards, cognitive complexity, grade level guidelines, and district frameworks and curriculum guides.	\$0.00
4	G2.B1.S1.A2	Provide common planning sessions at least once a week for Math to collaboratively develop focused and purposeful lessons that engage students and address key concepts, academic vocabulary, and quality student work, based on the curriculum guides, FSS, grade level texts, and instructional frameworks.	\$0.00
5	G2.B1.S1.A3	Provide Intensive Coaching Cycle (ICC) support to individual teachers or teacher teams as needed.	\$0.00
6	G2.B2.S1.A1	Provide professional development for implementing conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal Teaching, Literature Circles, and peer corrective feedback.	\$0.00
7	G2.B2.S1.A2	Provide common planning sessions at least once a week for all content areas to collaboratively develop conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal teaching, Literature Circles, and peer corrective feedback.	\$0.00
8	G2.B2.S1.A3	Provide Intensive Coaching Cycle (ICC) to teachers or teacher teams as needed.	\$0.00
9	G2.B3.S1.A1	Review data and problem solve with faculty to build consensus and adopt a school wide writing plan.	\$0.00
10	G2.B3.S1.A2	Provide professional development on guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.	\$0.00
11	G2.B3.S1.A3	Provide common planning sessions at least once a week for all content areas to collaboratively plan and implement guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.	\$0.00
12	G2.B3.S1.A4	Provide Intensive Coaching Cycle to teacher or teacher teams as needed.	\$0.00
Total:			\$0.00