

Joseph Stilwell Middle School

7840 BURMA RD, Jacksonville, FL 32221

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

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	65%

School Grades History

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

**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 Joseph Stilwell 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.

To provide an environment that promotes academic excellence, inspires leadership, and strengthens physical, mental, social and emotional well-being.

b. Provide the school's vision statement.

Our vision is for JSMAL cadets to be prepared for success as a well-rounded leader through rigorous instruction, enrichment activities, respectful interaction, effective discipline and community service.

2. School Environment

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

Joseph Stilwell Military Academy of Leadership binds and builds relationships through creating an environment of interdependence. Through our ranking system and levels of accountability, we foster unity and accountability, emphasizing the strengths that each person brings to the team. This is partially accomplished through team building activities. Challenges are administered to encourage communication and recognize that different biases and perceptions are brought to the problem solving arena. Working through each of these challenges, teachers and students gain understanding and insight into the culture, background, and thought processes of individuals within the various groups they are working with. The end goal is to build a climate of interdependence that allows our student, teachers, and school to flourish.

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

When the cadets arrive to school daily they are escorted to the cafeteria where the Dean of students is monitoring student arrival and engagement. The students are separated in the cafeteria according to grade level. The Cadets are dismissed to go to their 1st period classes by grade levels in 2 minute increments beginning with the sixth grade; until all students are dismissed. Throughout the building administration and staff are in the halls making sure student are safe and are going into class without fault and in a timely manner.

During school hours all faculty, staff, and cadets are required to wear their ID any student that does not have a ID must report to the Deans office to retrieve a temporary ID.

After school Administration and staff are located throughout the building, when students are being dismissed. Students are dismissed in 3 waves the first wave is for the first busses that have arrived by the time the afternoon announcements are being made, the second wave is for car riders, walkers, Team Up students, and student athletes. The third wave is for the remaining students who are bus riders. The administration and staff escorts all students to the bus loading zone, where school security is there assisting students to get on the correct bus.

At any given time throughout the school day students can meet with the administration and staff if they should have any questions or concerns.

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.

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

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

We have also created a school Positive Behavior Interventions and Supports (PBIS) Plan which is available upon request. This PBIS is a proactive approach to establishing the behavioral supports and social culture and needs for all students in a school to achieve social, emotional and academic success, also the HERO program is being implemented to reinforce positive behavior throughout the building.

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.

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

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.

Our early warning systems are located in our Positive Behavioral Interventions and Supports plan.

A Cadet Review Board (CRB) will be convened as needed for cadets who fail to meet the academic and behavioral expectations of JSMAL. In general, the following criteria will warrant a CRB:

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

The CRB will consist of:

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

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	13	8	9	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	100	99	71	0	0	0	0	270
Course failure in ELA or Math	0	0	0	0	0	0	10	17	21	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	90	117	101	0	0	0	0	308

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	41	41	34	0	0	0	0	116

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

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

- a. A meeting will be scheduled at a time conducive to the members of the board and the cadet's parent/guardian.
 - b. Cadets appearing before the CRB will present themselves in a military manner in the appropriate uniform. They will be informed by the Leadership Instructor of the purpose of the Board and will be allowed to make statements.
 - c. The CRB shall review the cadet records and develop an individualize plan for success
 - d. A meeting will be scheduled for follow up on the individualize plan.
- If a cadet is successful, restoration of privileges and rank will be discussed.
If a cadet is unsuccessful in completing the individualize plan, the plan will be reviewed and revised.
The following recommendations may include one or more of the following:
- Minimum of academic probation in all cases, if appropriate
 - Limitations on participation on field trips and/or school activities
 - Counseling
 - Mandatory tutoring
 - Loss of rank
 - Disenrollment from the Academy

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

Our parent involvement target is to enhance the parent attendance to our orientation, open house, parent enhancement activities and logging into our parent portal. We would also like to increase the parent participation in our Parent, Teacher and Student Association (PTSA), School Advisory Committee and Parent Advisory Council.

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.

In order to prepare our youth for productive adulthood, a partnership between schools and communities should be formed to meet this goal. Schools can provide more support for students, families and staff when they are an integral part of the community. On the other hand, agencies can make services more accessible to youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients. Appropriate and effective collaboration and teaming are seen as key factors to community development, learning and family self-sufficiency. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; volunteer assistance; mentoring and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; shared responsibility for planning and building a sense of community.

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
Raulerson, Jenifer	Principal
Matthew, Tracy	Teacher, Adult
Neal-Butts, Tiffany	Instructional Coach
Robinson, Deborah	Teacher, ESE
Williams, Moses	Assistant Principal
Ashman, Mark	Assistant Principal
Brooks, Bobbilyn	Teacher, K-12
Fox, Tommy	Dean
Hodges, Billie	Dean

b. Duties

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

Jenifer Raulerson-Campese: Instructional Leader for ELA/Reading

Moses Williams -Master Scheduler, Instructional Leader for Science and Social Studies

Mark Ashman- Operations, Instructional Leader for ESE and Mathematics

Tiffany Neal-Butts- Instructional Coach for ELA/Reading

Bobbilyn Brooks - Instructional Coach for Science

Renard Wallace - Instructional Coach for Mathematics

Linda Brown -Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling, school improvement plan data analyzer

Stephanie Griffin-Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling

Billie J. Hodges - Dean of Women, 6th Grade - PBIS Lead

Tommy Fox - Dean of Men

Debbie Robinson-ESE Lead Teacher-collection of ESE plan, FAA results, 504 plans, classroom observer, school improvement plan data analyzer

Matt Tracy - Testing Coordinator and Instructional Materials Manager

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 goal of our MTSS team is to make sure that every child has the opportunity to experience academic success. Takita Williams is the MTSS Administrator who facilitates these meetings.

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

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

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

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

Title I, Part A

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

Title II

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

Title III

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

Supplemental Academic Instruction (SAI)

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Taureen Sinclair	Parent
Debbie Wilder	Business/Community
Tressie Wimberly	Business/Community
Jenifer Raulerson Campese	Principal
Taureen Sinclair	Parent
Linda Mendillo	Parent
Denise Robson	Parent
Antionette Corbett	Student
Rebecca Mercier	Parent
Nitza Palomino	Teacher
Daniel Honea	Parent
Shawntel Mack	Parent
Sheila Low	Student
Deanna Rappold	Parent
Rose Nobles	Parent
Moses Williams	Education Support Employee
Amanda Stoker	Parent
Charlotte Joyce	Teacher

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

The School Advisory Committee evaluated the school improvement plan during the Mid-Year stakeholders meeting, as well as the end of the year meeting, to ensure the 2015-2016 SIP goals were met. It was determined by the committee that one area of improvement would be to recruit more teachers to participate in the 2016-2017 School Advisory Committee. The rationale for this was that the committee felt a need to have more input from the teachers directly since they were addressing most of the day to day interaction with the students.

b. Development of this school improvement plan

The SAC committee formulated a school improvement plan that directly addresses the uniform needs of our students. As a dedicated magnet school our students are required to be in full uniform everyday. Because the vendor was not able process the orders and distribute the uniforms before the predetermined school deadlines, many parents became frustrated. The SAC committee determined that this was a high need area for school improvement.

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

After review of the previous year's school improvement plan and addressing the needs of the school this year, the committee collaborated and formulated areas that needed improvement. They addressed these needs and allocated funding to ensure that the improvements were funded appropriately.

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

School-wide Incentives (Pins for leadership ceremony) 1600.00
Student Incentives (Fieldtrips) 600.00
Computer (Targus Service Pro 3) 1765.59
School-wide Incentives (Medallions and Trophies for academic scholars) 1048.24
Identification Machine Contract 2000.00

Total 7013.83

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
Raulerson, Jenifer	Principal
Neal-Butts, Tiffany	Instructional Coach
Ashman, Mark	Assistant Principal
Kampfer, Paula	Teacher, K-12
Robinson, Deborah	Teacher, ESE
Williams, Moses	Assistant Principal
Brooks, Bobbilyn	Instructional Coach
Joyce, Charlotte	Teacher, K-12
Hodges, Billie	Dean

b. Duties

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

This school year, the LLT has created a list of events and activities that will be scheduled throughout the school year to promote literacy.

- * Starting in September, the Media Center will be open between 8-8:30 for all students to checkout, return, and read books, we call this Drop Everything And Read (DEAR), this will continue throughout the year with more days being added as the school year progresses.
- * Two teachers have agreed to be responsible for a book club that will choose a book every month for students to read and discuss bi-weekly.
- * New titles for classroom libraries will be ordered for all ELA/Reading teachers and eventually Science, Social Studies, and Math; books will also be chosen from the Teacher Depot.
- * There will be activities planned for Literacy Week.
- * Lending libraries will be placed throughout the building for students to swap books before/after school.
- * A book of the month will be chosen beginning in October, the principal will create a youtube video highlighting and reading pieces of the book at the beginning of the month.
- * In August, students were given forms for a 25 book challenge to complete throughout the year, students can include 1 novel they read over the summer, books read in the book club, book of the month, and additional books they read during the school year. There will be an awesome treat for all students that completed the challenge in May.

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.

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

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

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

scoring rubric and averaged to determine the best candidate.

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

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

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

Ms. Nitza Palomino serves as the School's Professional Development Facilitator:

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

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

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.

For the 2016-2017 school year, new reading and math curriculum guides and materials have been implemented to align to the new Florida Standards. Our goal is for the students to be engaged in rigorous curriculum and to take ownership of the objective in order to demonstrate mastery of the content.

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.

The student data drives the instruction. Differentiation is modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. Although it might seem like a daunting task, designing and applying a variety of strategies within one classroom can be done at a variety of levels. Our teachers differentiate instruction with an individual student, within a small group, or with a whole class. Differentiating does not mean providing separate,

unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea.

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: 60

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

TEAM UP Core Areas

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

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

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

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

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The expectation is that the Team-UP academic enrichment will align with the school-wide strategies implemented during the instructional day (4-column method, SRE, Frayer Model).

We will regularly provide focus lesson assessment data to drive instructional needs during the academic enrichment program after school.

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.

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

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

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

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.

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

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

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.

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.** If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase in the following targets:
- G2.** If we improve student behavior through positive-based interventions and supports, then we will decrease the amount of negative behaviors creating a positive culture for all students and faculty.

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. If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase in the following targets: 1a

G086619

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	52.0
Math Lowest 25% Gains	55.0
FSA ELA Achievement	37.0
ELA/Reading Lowest 25% Gains	53.0
FSA Mathematics Achievement	44.0
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- Consistency in producing engaging learning tasks aligned to standards
- Consistent use and practical application of student data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math and Reading Coach
- Administrative content leaders
- Common planning every day by content area and grade level
- Support from district specialists for science, social studies, math and reading
- Web based interventions and learning software (Achieve 3000, iReady)
- Performance Matters (data tracking software)
- Specific Looks Fors related to Instructional Shifts
- Tiered Teaching Support System
-

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Jenifer Raulerson

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Incremental growth of specific benchmarks in core areas.

G2. If we improve student behavior through positive-based interventions and supports, then we will decrease the amount of negative behaviors creating a positive culture for all students and faculty. 1a

G086620

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	865.0
One or More Suspensions	40.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency of positive based interventions whole-school to promote positive behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- HERO
- PBIS - JSMALFoundations Team
- Safe Schools Office
- Cadet Manual
- Student Handbook
- Restorative Justice
- Deans/ISSP Support
- NVPUSA Healthcare - Motivational Coach
- Achievers for Life Student Advocates

Plan to Monitor Progress Toward G2. 8

Reduction of Referrals

Person Responsible

Billie Hodges

Schedule

Biweekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Decrease of referrals and increase of attendance logged into FOCUS.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase in the following targets: 1

G086619

G1.B1 Consistency in producing engaging learning tasks aligned to standards 2

B230209

G1.B1.S1 Planning Protocols 4

S242845

Strategy Rationale

By using instructional framework, item specifications, and curriculum resources teachers can plan standard-aligned lessons with high interest content.

Action Step 1 5

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

Person Responsible

Tiffany Neal-Butts

Schedule

On 8/15/2016

Evidence of Completion

Agenda minutes will included the planning cycle through instructional tools.

Action Step 2 5

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

Person Responsible

Jenifer Raulerson

Schedule

Evidence of Completion

Agenda minutes

Action Step 3 5

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

Person Responsible

Tiffany Neal-Butts

Schedule

Weekly, from 8/15/2016 to 8/15/2016

Evidence of Completion

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

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

Administrators will observe and provide feedback to coaches around the facilitation of planning protocols in evidence through delivery and alignment of lesson to standards.

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

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

Gradual release of planning protocols

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

G1.B1.S2 Tiered System of Instructional Support 4

S242846

Strategy Rationale

Observational data indicates a wide-range of teacher needs.

Action Step 1 5

Identify Model Classrooms based on Instructional Shifts

Person Responsible

Jenifer Raulerson

Schedule

Every 3 Weeks, from 8/29/2016 to 5/15/2017

Evidence of Completion

Observational data by both academic coaches and administrators.

Action Step 2 5

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

Person Responsible

Tiffany Neal-Butts

Schedule

Weekly, from 9/21/2016 to 5/15/2017

Evidence of Completion

Observational data that specifically focuses on explicit modeled behavior.

Action Step 3 5

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

Person Responsible

Tiffany Neal-Butts

Schedule

On 5/22/2017

Evidence of Completion

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

Action Step 4 5

Coaches will support identified teachers through intensive coaching cycle.

Person Responsible

Jenifer Raulerson

Schedule

Biweekly, from 9/6/2016 to 5/1/2017

Evidence of Completion

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

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

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 9/12/2016 to 5/29/2017

Evidence of Completion

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

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

Change of instructional practices that align with shifts.

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Informal and Formal Observational Data

G1.B3 Consistent use and practical application of student data to drive instruction **2**

 B230211

G1.B3.S1 Creating and maintaining a Data Responsive Culture **4**

 S242851

Strategy Rationale

To meet student need through use of data during instruction and provide an academic culture engrossed in application of student data.

Action Step 1 **5**

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

Person Responsible

Moses Williams

Schedule

Semiannually, from 8/1/2016 to 2/17/2017

Evidence of Completion

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

Action Step 2 **5**

Publicly display data points to students, teachers and other stakeholders.

Person Responsible

Jenifer Raulerson

Schedule

Monthly, from 9/5/2016 to 5/12/2017

Evidence of Completion

Bulletin Boards/Data Boards

Action Step 3 5

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

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Tiffany Neal-Butts

Schedule

Weekly, from 9/21/2016 to 6/2/2017

Evidence of Completion

Data Analysis Template and Student Work Protocols

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

School-wide data chats

Person Responsible

Jenifer Raulerson

Schedule

Quarterly, from 11/7/2016 to 4/17/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data Conversations with coaches, teachers and leadership team

Person Responsible

Jenifer Raulerson

Schedule

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

Evidence of Completion

Minutes of PLCs, Coaches Meetings, Leadership Team Meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Public Display of Student Data

Person Responsible

Bobbilyn Brooks

Schedule

Biweekly, from 8/29/2016 to 5/12/2017

Evidence of Completion

Updated Bulletin Boards

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Moses Williams

Schedule

Quarterly, from 8/1/2016 to 2/17/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 8/22/2016 to 5/15/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Instruction is altered based on assessed benchmarks

Person Responsible

Mark Ashman

Schedule

On 5/22/2017

Evidence of Completion

PLC Agenda Meetings, Lesson Plans showing Differentiation, Revised Lessons, Usage of IReady, Achieve, and PENDA Lessons, FCIM is specific contents

G2. If we improve student behavior through positive-based interventions and supports, then we will decrease the amount of negative behaviors creating a positive culture for all students and faculty. 1

G086620

G2.B2 Inconsistency of positive based interventions whole-school to promote positive behaviors. 2

B230219

G2.B2.S1 Create a systematic way of movement throughout the building that limits off-task behaviors and idle time for students and maintain protocols through teacher engagement. 4

S242854

Strategy Rationale

Structured movement and singular grade level interaction, decreases the amount of time students have within the hallway for disruptive behaviors.

Action Step 1 5

Create a master schedule that lends itself to specific traffic movement and grouped grade level movement.

Person Responsible

Moses Williams

Schedule

On 10/14/2016

Evidence of Completion

Structure Movement Plans by teachers

Action Step 2 5

Create Foundations Team to refine systems of movement and school protocols to maintain safe and orderly environment.

Person Responsible

Billie Hodges

Schedule

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

Evidence of Completion

Minutes from Foundations Meeting and Changes made to protocols based on discussion of Foundation Team Members. (i.e. take-in and dismissal procedures, lunchroom protocols, etc.)

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

Teacher Movement Plans

Person Responsible

Jenifer Raulerson

Schedule

On 6/2/2017

Evidence of Completion

All students will present movement plan for how students will transition between classes.

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

Hallway Supervision

Person Responsible

Jenifer Raulerson

Schedule

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

Evidence of Completion

Through Leadership Team Meetings and Observation

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

Decrease Number of Hallway Disruptions

Person Responsible

Billie Hodges


Schedule

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

Evidence of Completion

MTSS Data Spreadsheet

G2.B2.S2 Use of a point system in the classroom, hallway and positive behaviors that are evident by cadets to praise positive behaviors. 4

 S242855

Strategy Rationale

Tracking student behaviors and awarding those behaviors promotes consistent positive behaviors.

Action Step 1 5

Identify positive behaviors with administration and Foundations Team that will be tracked by administration and teachers

Person Responsible

Jenifer Raulerson

Schedule

On 9/2/2016

Evidence of Completion

Action Step 2 5

Train teachers during whole-group faculty on HERO usage and tracked-positive behaviors

Person Responsible

Billie Hodges

Schedule

On 9/14/2016

Evidence of Completion

Action Step 3 5

Consistently track positive behaviors that are evident in classrooms and hallways and award students on a bi-weekly basis for points received.

Person Responsible

Jenifer Raulerson

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

HERO Reports by Students and Teachers

Person Responsible

Billie Hodges

Schedule

Biweekly, from 10/7/2016 to 6/2/2017

Evidence of Completion

Reports that are pulled to identify high-points students and high-point teachers

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Increase usage of HERO via increased positive behaviors (i.e. wearing of IDs, hallway transition, classroom on-task behavior and random acts of kindness towards fellow students and teachers.)

Person Responsible

Jenifer Raulerson

Schedule

Biweekly, from 10/21/2016 to 6/2/2017

Evidence of Completion

Points received by students and decreased negative behaviors - MTSS Tracking System

G2.B2.S4 Utilize our outside resources to monitor high-needs students that have been previously identified as high-risk students. 4

 S242857

Strategy Rationale

Students that are identified as high-risk will need consistent monitoring through school and outside agencies specific to needs of the child.

Action Step 1 5

MTSS Tracking System

Person Responsible

Jenifer Raulerson

Schedule

Weekly, from 10/7/2016 to 6/2/2017

Evidence of Completion

Updated roster of students with infractions

Action Step 2 5

Assigned students to ISSP groups by discipline infraction.

Person Responsible

Tommy Fox

Schedule

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

Evidence of Completion

Lessons according to infractions.

Action Step 3 5

Assign students to Achievers for Life and Motivational Coach based on evident behaviors exhibited in class and by deans.

Person Responsible

Billie Hodges

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Students are seen by coach and advocate on a bi-weekly basis to discuss behaviors.

Person Responsible

Billie Hodges

Schedule

Weekly, from 10/7/2016 to 6/2/2017

Evidence of Completion

Meeting Time and Outcome of sessions.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Motivational Coach and AFL student Advocate will monitor through grades, attendance and referrals to decrease negative behaviors of at-risk students.

Person Responsible

Jenifer Raulerson

Schedule

Every 3 Weeks, from 9/5/2016 to 6/2/2017

Evidence of Completion

Spreadsheet that includes incidences and grade reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

HERO, SAS, and MTSS Tracking will determine decrease of behaviors for high-risk students.

Person Responsible

Billie Hodges

Schedule

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

Evidence of Completion

Reports


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.B1.S1.A2 A314243	Administrators will introduce and facilitate the first use of planning protocol within PLCs.	Raulerson, Jenifer	9/9/2016	Agenda minutes	No End Date one-time
G1.B1.S1.A1 A314242	Coaches will create a planning cycle using the Common Planning Tool, Student Equip Protocol,...	Neal-Butts, Tiffany	8/15/2016	Agenda minutes will included the planning cycle through instructional tools.	8/15/2016 one-time
G1.B1.S1.A3 A314244	Coaches will continue to facilitate the use of planning protocols through gradual release process.	Neal-Butts, Tiffany	8/15/2016	Observational data through PLCs will show evidence of teachers beginning to own the use of planning protocols.	8/15/2016 weekly
G2.B2.S2.A1 A314262	Identify positive behaviors with administration and Foundations Team that will be tracked by...	Raulerson, Jenifer	8/15/2016		9/2/2016 one-time
G2.B2.S2.A2 A314263	Train teachers during whole-group faculty on HERO usage and tracked-positive behaviors	Hodges, Billie	9/14/2016		9/14/2016 one-time
G2.B2.S1.A1 A314260	Create a master schedule that lends itself to specific traffic movement and grouped grade level...	Williams, Moses	8/1/2016	Structure Movement Plans by teachers	10/14/2016 one-time
G1.B3.S1.MA4 M324976	Scheduling students in courses based on DAR, iReady, and Achieve 3000.	Williams, Moses	8/1/2016	Student Schedule Changes based on DAR, iReady and Achieve 3000.	2/17/2017 quarterly
G1.B3.S1.A1 A314249	Flexible Master Schedule - Students will be placed or realigned into courses based on initial data...	Williams, Moses	8/1/2016	Placement of students into correct courses based on multiple data sources.	2/17/2017 semiannually
G1.B3.S1.MA1 M324973	School-wide data chats	Raulerson, Jenifer	11/7/2016	Students Data Chat Forms, Training for Admin and Coaches on Data Chat Conversations	4/17/2017 quarterly
G1.B1.S2.A4 A314248	Coaches will support identified teachers through intensive coaching cycle.	Raulerson, Jenifer	9/6/2016		5/1/2017 biweekly
G1.B3.S1.MA3 M324975	Public Display of Student Data	Brooks, Bobbilyn	8/29/2016	Updated Bulletin Boards	5/12/2017 biweekly
G1.B3.S1.A2 A314250	Publicly display data points to students, teachers and other stakeholders.	Raulerson, Jenifer	9/5/2016	Bulletin Boards/Data Boards	5/12/2017 monthly
G1.B3.S1.MA1 M324971	Teachers, students, administrators, and academic coaches are engrossed in data conversations and...	Raulerson, Jenifer	8/22/2016	Data Chats, Leadership Team Meeting Notes, Coaches Meeting Minutes, PLC Minutes, Data-rich environment within the school	5/15/2017 weekly
G1.B1.S2.A1 A314245	Identify Model Classrooms based on Instructional Shifts	Raulerson, Jenifer	8/29/2016	Observational data by both academic coaches and administrators.	5/15/2017 every-3-weeks
G1.B1.S2.A2 A314246	Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with...	Neal-Butts, Tiffany	9/21/2016	Observational data that specifically focuses on explicit modeled behavior.	5/15/2017 weekly
G1.B3.S1.MA6 M324972	Instruction is altered based on assessed benchmarks	Ashman, Mark	8/15/2016	PLC Agenda Meetings, Lesson Plans showing Differentiation, Revised Lessons, Usage of iReady, Achieve, and PENDA Lessons, FCIM is specific contents	5/22/2017 one-time
G1.B1.S2.A3 A314247	Coaches will facilitate a peer observation learning experience through model classrooms that...	Neal-Butts, Tiffany	8/29/2016	Debrief during Common Planning of what was modeled and apply that model to observers.	5/22/2017 one-time
G1.B1.S2.MA1 M324970	Administrators will observe use of model classrooms and intensive coaching cycle process,	Raulerson, Jenifer	9/12/2016	Observational data, coaching logs and intensive cycle feedback from coaches.	5/29/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M324977	Observational Data, CGAs, Lexile Growth and In-House Assessments	Raulerson, Jenifer	8/22/2016	Incremental growth of specific benchmarks in core areas.	5/31/2017 biweekly
G2.MA1 M324990	Reduction of Referrals	Hodges, Billie	9/12/2016	Decrease of referrals and increase of attendance logged into FOCUS.	6/1/2017 biweekly
G1.B1.S1.MA1 M324967	Gradual release of planning protocols	Raulerson, Jenifer	8/22/2016	Observational data will be collected to ensure gradual release of planning protocols from academic coaches to teachers.	6/1/2017 weekly
G1.B1.S2.MA1 M324969	Change of instructional practices that align with shifts.	Raulerson, Jenifer	9/12/2016	Informal and Formal Observational Data	6/1/2017 weekly
G1.B1.S1.MA1 M324968	Administrators will observe and provide feedback to coaches around the facilitation of planning...	Raulerson, Jenifer	8/22/2016	Minutes of leadership and coaching meetings when PLC observational data is reviewed.	6/2/2017 weekly
G1.B3.S1.MA2 M324974	Data Conversations with coaches, teachers and leadership team	Raulerson, Jenifer	9/6/2016	Minutes of PLCs, Coaches Meetings, Leadership Team Meetings	6/2/2017 weekly
G1.B3.S1.A3 A314251	Routine data chats between student to teacher, teacher to teacher, teacher to coach, coach to...	Raulerson, Jenifer	9/19/2016	Data Analysis Templates for each of the pairings, Agenda Minutes from Coaches Meetings, Leadership Team Minutes	6/2/2017 weekly
G1.B3.S1.A4 A314252	Use of data (student work and assessment data) during planning protocols to assess student need...	Neal-Butts, Tiffany	9/21/2016	Data Analysis Template and Student Work Protocols	6/2/2017 weekly
G2.B2.S1.MA1 M324982	Decrease Number of Hallway Disruptions	Hodges, Billie	8/15/2016	MTSS Data Spreadsheet	6/2/2017 weekly
G2.B2.S1.MA1 M324983	Teacher Movement Plans	Raulerson, Jenifer	8/15/2016	All students will present movement plan for how students will transition between classes.	6/2/2017 one-time
G2.B2.S1.MA2 M324984	Hallway Supervision	Raulerson, Jenifer	8/15/2016	Through Leadership Team Meetings and Observation	6/2/2017 weekly
G2.B2.S1.A2 A314261	Create Foundations Team to refine systems of movement and school protocols to maintain safe and...	Hodges, Billie	8/15/2016	Minutes from Foundations Meeting and Changes made to protocols based on discussion of Foundation Team Members. (i.e. take-in and dismissal procedures, lunchroom protocols, etc.)	6/2/2017 monthly
G2.B2.S2.MA1 M324985	Increase usage of HERO via increased positive behaviors (i.e. wearing of IDs, hallway transition,...)	Raulerson, Jenifer	10/21/2016	Points received by students and decreased negative behaviors - MTSS Tracking System	6/2/2017 biweekly
G2.B2.S2.MA1 M324986	HERO Reports by Students and Teachers	Hodges, Billie	10/7/2016	Reports that are pulled to identify high-points students and high-point teachers	6/2/2017 biweekly
G2.B2.S2.A3 A314264	Consistently track positive behaviors that are evident in classrooms and hallways and award...	Raulerson, Jenifer	9/19/2016		6/2/2017 daily
G2.B2.S4.MA1 M324987	HERO, SAS, and MTSS Tracking will determine decrease of behaviors for high-risk students.	Hodges, Billie	9/2/2016	Reports	6/2/2017 biweekly
G2.B2.S4.MA1 M324988	Students are seen by coach and advocate on a bi-weekly basis to discuss behaviors.	Hodges, Billie	10/7/2016	Meeting Time and Outcome of sessions.	6/2/2017 weekly
G2.B2.S4.MA2 M324989	Motivational Coach and AFL student Advocate will monitor through grades, attendance and referrals...	Raulerson, Jenifer	9/5/2016	Spreadsheet that includes incidences and grade reports.	6/2/2017 every-3-weeks
G2.B2.S4.A1 A314265	MTSS Tracking System	Raulerson, Jenifer	10/7/2016	Updated roster of students with infractions	6/2/2017 weekly
G2.B2.S4.A2 A314266	Assigned students to ISSP groups by discipline infraction.	Fox, Tommy	9/2/2016	Lessons according to infractions.	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S4.A3  A314267	Assign students to Achievers for Life and Motivational Coach based on evident behaviors exhibited...	Hodges, Billie	8/15/2016		6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If all learning tasks and activities are planned and facilitated to meet both student need and the expectation of the Standard(s), then the academic climate of the school will continue to improve and student achievement will increase in the following targets:

G1.B1 Consistency in producing engaging learning tasks aligned to standards

G1.B1.S1 Planning Protocols

PD Opportunity 1

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

Facilitator

Academic Coaches

Participants

Leadership Team

Schedule

On 8/15/2016

PD Opportunity 2

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

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 8/15/2016

G1.B1.S2 Tiered System of Instructional Support

PD Opportunity 1

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

Facilitator

Coach - Reading, Math and Science

Participants

Model Classroom Teachers

Schedule

Weekly, from 9/21/2016 to 5/15/2017

PD Opportunity 2

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

Facilitator

Model Teacher/s and Coaches

Participants

Observing Teacher

Schedule

On 5/22/2017

G1.B3 Consistent use and practical application of student data to drive instruction

G1.B3.S1 Creating and maintaining a Data Responsive Culture

PD Opportunity 1

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

Facilitator

Leadership Team

Participants

Coaches, Teachers and Students

Schedule

Weekly, from 9/19/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Weekly, from 9/21/2016 to 6/2/2017

G2. If we improve student behavior through positive-based interventions and supports, then we will decrease the amount of negative behaviors creating a positive culture for all students and faculty.

G2.B2 Inconsistency of positive based interventions whole-school to promote positive behaviors.

G2.B2.S2 Use of a point system in the classroom, hallway and positive behaviors that are evident by cadets to praise positive behaviors.

PD Opportunity 1

Train teachers during whole-group faculty on HERO usage and tracked-positive behaviors

Facilitator

Ms. Hodges - Dean of Women, 6th Grade

Participants

Whole Faculty

Schedule

On 9/14/2016

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	Coaches will create a planning cycle using the Common Planning Tool, Student Equip Protocol, Standard Analysis Tool, and Data Analysis Tool	\$0.00
2	G1.B1.S1.A2	Administrators will introduce and facilitate the first use of planning protocol within PLCs.	\$0.00
3	G1.B1.S1.A3	Coaches will continue to facilitate the use of planning protocols through gradual release process.	\$0.00
4	G1.B1.S2.A1	Identify Model Classrooms based on Instructional Shifts	\$0.00
5	G1.B1.S2.A2	Coaches will support model classrooms teachers on modeling specific behaviors (being explicit with what is being modeled) as related to instructional shifts and proper implementation of curriculum.	\$0.00
6	G1.B1.S2.A3	Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.	\$0.00
7	G1.B1.S2.A4	Coaches will support identified teachers through intensive coaching cycle.	\$0.00
8	G1.B3.S1.A1	Flexible Master Schedule - Students will be placed or realigned into courses based on initial data from last school year, baseline data (Achieve 3000 and iReady), and initial DAR testing.	\$0.00
9	G1.B3.S1.A2	Publicly display data points to students, teachers and other stakeholders.	\$0.00
10	G1.B3.S1.A3	Routine data chats between student to teacher, teacher to teacher, teacher to coach, coach to admin administrator to teacher, administrator and coach to student.	\$0.00
11	G1.B3.S1.A4	Use of data (student work and assessment data) during planning protocols to assess student need during instruction.	\$0.00
12	G2.B2.S1.A1	Create a master schedule that lends itself to specific traffic movement and grouped grade level movement.	\$0.00
13	G2.B2.S1.A2	Create Foundations Team to refine systems of movement and school protocols to maintain safe and orderly environment.	\$0.00
14	G2.B2.S2.A1	Identify positive behaviors with administration and Foundations Team that will be tracked by administration and teachers	\$0.00
15	G2.B2.S2.A2	Train teachers during whole-group faculty on HERO usage and tracked-positive behaviors	\$0.00
16	G2.B2.S2.A3	Consistently track positive behaviors that are evident in classrooms and hallways and award students on a bi-weekly basis for points received.	\$0.00
17	G2.B2.S4.A1	MTSS Tracking System	\$0.00
18	G2.B2.S4.A2	Assigned students to ISSP groups by discipline infraction.	\$0.00
19	G2.B2.S4.A3	Assign students to Achievers for Life and Motivational Coach based on evident behaviors exhibited in class and by deans.	\$0.00
Total:			\$0.00