

Jefferson County School District

Jefferson County Middle A Somerset Charter School



2016-17 Schoolwide Improvement Plan

Jefferson County Middle A Somerset Charter School

50 DAVID RD, Monticello, FL 32344

somersetjefferson.org

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	Yes	84%

School Grades History

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

**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 Jefferson County School Board on 2/13/2017.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 Jefferson County Middle A Somerset Charter School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is: "Through personalized and creative educational experiences each student will have the opportunity to develop as a life-long learner, to contribute to a global society, to become technologically proficient, and to become a productive citizen."

b. Provide the school's vision statement.

Jefferson County Middle High School will be an exemplary student-focused school that develops and delivers a globally competitive education to all students that leads to a desired end—Vocational, Academic, and Entrepreneurial.

2. School Environment

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

Our school climate survey will help to provide a snapshot of our students' needs from the perspective of student, parents, teachers, and community. The survey will serve as the basis for our understanding of the culture of the community and as a way to establish the fact that we care as an organization and we will take all steps possible to repair our image as a learning institution. In addition, we will continue learning about the community and having them learn about us by conducting community forums, presenting at community organization meetings, and releasing information to the press.

Our periodic parental involvement events allow us to learn about the community and will help us build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House events, Orientation, and frequent parent-teacher conferences.

The principal will establish a Student Advisory Group (SAG) who will meet with the principal periodically to discuss student concerns, needs, and diversity as a way of understanding student culture. The information the principal learns from the students will be shared with the teachers, administrators, community, and to make decisions about programs to be offered at the school.

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

We have clear systems implemented for arrival, class change, and dismissal with staff supervision at all times.

Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Our uniformed school resource officer is available and a visible force on campus which in turn provides safety and security. The SRO, campus aids (2), and school administration work in concert to ensure students and staff are safe and that all persons on campus are treated with courtesy and respect.

Having a staff and leadership team that is visible and available creates an environment where students and parents to feel valued, appreciated, and respected. We believe that this will help to foster an environment where students will be afforded the opportunity to participate and become active contributors to their own learning. Cafeteria systems are in place and staff members have been

assigned duties to ensure safety for all students during meals and at times when students are in the cafeteria. Staff members' use of radios for continuous communication across campus and at all times when school is open. Teachers utilize a warning system on classroom doors to alert officials in cases when there is concern for safety or threat of danger/harm.

In addition, each semester school administration holds grade-level information meetings where students are kept informed as to changes on campus and are provided an opportunity to contribute to the discussion. To help us increase the level of student involvement in school decision making we have incorporated a Student Advisory Group (SAG) that will allow students voices to be heard and to openly participate in campus decision making.

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

Our behavioral system is used school wide and extends into the classrooms. All classroom teachers have access to the FOCUS student management system to construct and review the results of student discipline referrals. The Jefferson County School District "Student Code of Conduct" has established clear protocols for students that need disciplinary action. A tiered system helps administrators to determine the intervention necessary to deescalate situations that may arise. Members of our Exceptional Student Education (ESE) team and administration has also been trained in Crisis Prevention Institute (CPI) techniques to ensure safety.

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.

A guidance counselor is available to all students if counseling is needed. In addition there is a partial-service center on campus where students receive counseling from social workers and behavioral counselors from outside providers. We have partnered with Vocational Rehabilitation Services and Project10 Transition Network to be part of our partial-service center. On occasion parents and volunteers from our community will volunteer as mentors to help students with homework or any social and emotional needs. We are currently planning and organizing the integration of a new character building program entitled "Project Wisdom" to emphasize strong socio-emotional and citizenship skills. Additionally, as a part of the School Turnaroun Option Plan, the district has partnered with the Institute for Student Achievement, whose focus will include personalization, the establishment of relationships between students and teachers, where every student has a school adult who is his/her advocate-advisor, who knows that student well and is the family contact. Students meet with their advocate-advisor on a regular basis to make sure they are progressing and addressing problems that emerge.

3. Early Warning Systems

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

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

The dominant early warning indicators at JCMHS are attendance below 90 percent, one or more suspensions, and receiving an assessment score of a Level 1 on statewide, standardized assessments in English Language Arts or mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction time when they are not in class. Scoring a Level 1 on a

statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects. Our FOCUS Student Management System has recently been formatted to include an "Intervention" tab that provide visual graphic representation of each student's (individual) EWS status so that when meeting with student, parents, and concerned adults the administration will be able to speak intelligently about the EWS status of every student. In addition, the district has employed an MTSS specialist who works with school administration to identify, plan, and assist students who are at-risk of dropping out of school.

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	12	5	8	6	7	10	7	55
One or more suspensions	0	0	0	0	0	0	16	6	8	4	3	2	1	40
Course failure in ELA or Math	0	0	0	0	0	0	34	14	11	5	17	19	10	110
Level 1 on statewide assessment	0	0	0	0	0	0	36	33	25	13	26	27	28	188

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	26	18	14	6	17	19	12	112

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. Currently JCMHS offers tutoring on campus and Tuesday and Thursday at the Teen Center in Monticello, Saturday, as well as during lunch. Academic book camp services will be offered to students as a way to prepare the for state assessment test in mathematics, writing, and reading. Since JCMHS is over 5 miles away from Monticello city limits and many of our students live in rural areas, all students are eligible for school bus transport to and from school. In order to support attendance, students have the opportunity to participate in extra curricular activities.

Jefferson County Schools is part of a special Department of Education Program that provides all students assigned to JCMHS receive free breakfast and lunch services which enables our students to have a wholesome meal several times per week. Research indicates that students who eat healthy meals focus better, perform better in class, and oftentimes have fewer distractions than the less fortunate counterparts. Also, in order to support behavior and minimize suspensions, teachers have the opportunity to request support from the leadership team by calling the main office, emailing a request, or speaking directly to a school administrator. As the year progress, teachers with common planning times will be able to collaborate with each other with the goal of meeting the academic and behavioral needs of specific students.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we provide intensive reading support and all students assigned to JCMHS receive reading strategy training and reading strategy tools throughout all curricular areas. Our instructional staff have been trained on SPDG instructional strategies, the Webb's Depth of Knowledge (DOK)

basic level, will receive additional training on the Webb's Depth of Knowledge Instructional framework. After having received training all teachers are expected to use elements of the Webb's framework and all other staff development in their instructional lessons.

In addition we have employed the services of a full-time reading and math coach and a part-time science coach to assist both teachers and students as a way to improve teacher performance and student academic growth.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/344870>.

2. Description

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

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.

Jefferson County Middle/High School is a community school with long established ties to the city of Monticello and to Jefferson County. Most residents of the county are graduates of the school and have family ties to the school leading back to 1865 when the school was originally established. Each year there are several organizations and volunteers who partnership with the school. This membership consists of parent support for student athletic services, student clubs, and community service programs.

The school builds and sustains partnerships with the following community based programs: Florida A & M University that provides services for tutoring and instruction. In addition, we have established relationships with North Florida Community College for dual-enrollment opportunities. We have found communication to be the key to increase parent involvement. Through flyers, handouts, website, marquee and automatic phone messaging parents receive information about School Advisory Council (SAC) meetings, District Advisory meetings, Title I program meetings, Open House, assessments, and educational parent workshops.

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
Key, Elijah	Principal
Price, David	SAC Member
Swain, Genleah	Assistant Principal
Thompson, Tyrone	Instructional Coach

b. Duties

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

The JCMHS Leadership Action Team (LAT) consists of Mrs. Nancy Whitty (Interim Principal); Genleah Swain (Assistant Principal); Shel McGuire (Guidance Counselor); Pamela Mills (Reading Coach); Tyrone Thompson (Math Coach); Forrest Massey (Science Coach). The LAT Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets weekly. Examples of activities during meetings include reviewing student data (screening, progress monitoring, discipline). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks and early warning systems. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed. Their specific duties and responsibilities are:

Jefferson County Middle High School principal, Mrs. Nancy Whitty, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders.

The assistant principal, Mrs. Genleah Swain is an instructional leader who assists and supports all of the principal's initiatives and duties. She is the lead for the following initiatives: differentiated accountability, state accountability corrections, common planning, instructional scheduling, curriculum and instruction, instructional coaching, professional development planning, and instructional guidance. She also assists in the design and implementation of the master schedule, for progress monitoring, data collection, and data analysis.

Our campus aide, Marshaun Harris, will provide intervention support for teachers and students, and assist in progress monitoring of at-risk students. He will assist the MTSS administrator with incorporating school-wide MTSS discipline strategies and will serve as a member of the school discipline team.

The Reading Coach: Mrs. Pamela Mills collaborates with teachers on differentiated best instructional practices. She regularly meets with the LLT to support the design of rigorous unit plans for whole group reading, centers, reading groups, text based writing, close/careful reads, reading interventions, and the extended reading time. In addition she share the lead with the Guidance Counselor for the following: testing, data team, professional development, and literacy events. In addition, the instructional coaches model instruction, observe teacher practices in the classroom and provide effective feedback that is directed to improve classroom teaching.

The Math Coach: Tyrone Thompson collaborates with teachers on differentiated best instructional practices. He meets weekly during teacher planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition, he

leads for the following initiatives: Math curriculum alignment (school wide), Math mentor/modeling, and Math Professional Development. In addition the instructional coaches model instruction, observe teacher practices in the classroom and provide effective feedback that is directed to improve classroom teaching.

Together the Leadership Action Team will take the lead for shared decision making and to ensure the student, staff, and community voices are reflected in the decisions to lead the school towards improved student learning. They will provide the foundation and purpose for all Professional Development on best instructional practices, classroom coaching, and feedback specific to the framework's elements. They are the lead for Deliberate Practice and will assist school administration in Observation data analysis. They will support the teachers in locating and using instructional materials that support best practices.

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 Action Team (LAT) that includes the Principal, Assistant Principals, Guidance team, department chairs, and select school staff: Provides vision, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support, ensures adequate professional development is provided to support Rtl and communicates with outside stakeholders regarding school based Rtl.

General Education Teachers: Rtl strategies and leadership team will consist of one teacher from each academic organization who will provide information about core instruction participates in student data collection and collaborates with other staff to ensure implementation of instruction and support for all students.

Exceptional Student Education (ESE) Support Specialist (District) and Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches: Participates in student data collection and evaluation of data, Collaborates with State, school and district staff to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective instructional strategies that support common core standards.

Campus Aides: Participates in student data collection and evaluation of data; facilitates implementation of intervention plans.

The district Title I plan includes:

Title I, Part A

Title I, Part A (including 1003(a)) funds are used for personnel (reading teachers and HQ instructional assistants), materials/supplies, professional development in Content Areas, school improvement activities, supplemental educational services for students and parent involvement activities. Title I supports after school and summer school extended learning opportunities. Several of these activities are split-funded with other Title programs.

Title I, Part C-Migrant

Jefferson County Migrant Program services are conducted through PAEC, as part of the multi-county consortium effort to serve migrant students.

Title II

Title II, Part A funds professional development activities for instructional personnel and administrators, including district level PD, school level PD, and individual PD. All professional development activities are aligned to district goals, school goals, and individual goals as identified in

the IPDP. Funds are also used to pay for PD stipends and performance incentives.

Title III

The district pools its Title III allocation with other districts in the PAEC consortium to optimize services to our migrant population.

Title VI

Title VI funds support the paraprofessional who assists in ensuring that students graduate with their cohort.

Title X - Homeless

The school nor district receive Title X funding; however, services for children and families in transition are supported through the Title I, Part A set-aside when such children and families are identified.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction is provided through categorical funds through the district. The purpose of these funds are to significantly improve student achievement of at-risk students at Jefferson County Middle/High School. This grant complements the regular school day by promoting learning to improve student outcomes after-school, on non-school days and during the summer. In addition, it provides academic enrichment activities of high quality to strengthen learning, tutorial services and to meet the Florida State Standards.

Nutrition Programs

The district participates in the Community Eligibility Program which provides free meals to all students enrolled at Jefferson County Middle High School. The school's food program serves approximately 315 students breakfast and lunch daily. Follow guidelines from the alliance for a Healthier Generation and provides snacks for the After School Program. We are aligned to the district wellness policy.

Housing Programs

N/A

Head Start

N/A

Career and Technical Education

Carl Perkins funds support two career programs, Graphic Design and Agri-Science. We are exploring our options in expanding the technology program and dual enrollment program into academies for SY 2016-2017. Carl Perkins funds are also used for professional development activities for vocational teachers. During the school year there will be 3 technical education teachers who have or will attend strategies PD that who will serve as trainers to incorporate (CTE) instructional strategies in classrooms throughout the entire school helping us develop into an academy-based school.

Job Training

Other

Tuition reimbursement for teachers for STEM Academy/dual enrollment certification coursework.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Education Support Employee
Jamie Price	Education Support Employee
Errin Mays	Parent
David Price	Parent
	Student
Ben Ransom	Parent
Miranda Gillyard	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC will review FSA data in Reading and end of course data in Math, Writing, and Science in order to better understand the improvements needed in each subject areas. We reviewed the Vision, Mission, Focus and the SIP--all of which was presented for their input and approval. We reviewed data for Florida Standardized Assessment Data, EOC, CTE and encourage more student participation in AVID, dual enrollment, AP, ACT and SAT. At the next scheduled meeting SAC members will collaborate and determine best practices needed to incorporate into the SIP along with evaluating and approving the school's annual budget. We will conduct a comprehensive training for all students and parents through SAC in regards to the new graduation requirements.

b. Development of this school improvement plan

The SIP was initially developed this year with the assistance and support of the FL DOE Differentiated Accountability Team. The SAC team will review the initial draft and provide feedback on additional revisions that need to be made.

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

The school budget is maintained at the district office, the principal of JCMHS has very little funds at his disposal to make improvements at the school without first going through the district to ask for funding. See JCSD annual budget plan for this information. The SAC team will review the school's annual budget and plan within the upcoming months. Annually, the school administration provides input regarding the development of the Title I project, identifying needs based on student performance. The school administration receives an annual Title I budget; however, all expenditures must be approved through the electronic system.

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

As of September 28, 2015, JCMHS had 350 students with a projected budget of The budget for JCMHS is managed at the district office, funds will be allocated as per recommendations of the SAC and as required to meet the school improvement needs of the school.

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

No

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

The school conducted its first SAC meeting on October 30th. At the meeting the SAC viewed the current year SIP; and will establish regular meeting dates to discuss, plan, and establish procedures IAW section 1001.452 and appropriate Florida Statutes. Since the SIP is a living document this section of the SIP will be updated as the year and progress of the SAC progresses.

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
Massey, Forrest	Instructional Coach
Swain, Genleah	Assistant Principal
Thompson, Tyrone	Instructional Coach
Mitchell, Agletha	Teacher, K-12

b. Duties

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

The LLT will meet several times during the semester to develop strategies that will be implemented school-wide that:

1. Infuse the Common Core Literacy Strands in Social Studies, Science, and all other curricular areas.
2. Implement the Common Core Reading Strands in English classrooms and all other curricular areas.
3. All JCMHS Faculty members will receive training in Webb's Depth of Knowledge, and will continue to work collaboratively to design common higher ordered learning strategies.
4. Use reading, writing, speaking and shared high-order learning strategies to enhance learning school-wide
5. Implement a rigorous English/Language Arts curriculum.
6. Implement a rigorous Math curriculum

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.

The school has developed a scheduling plan that allows common planning for most teachers within departments. We started with the Math, ELA, science, and reading departments and will continue to expand common planning as much as curricular needs and staffing ability allows. Currently the Math coach, Reading coach, department chairs, and administrative staff conduct regular meeting with the all departments to align course standards, learning strategies, and teaching practices in both vertical and horizontal directions.

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

Through the district recruitment resources (PAEC and Teacher-to-Teacher) the school advertises, screens, and interviews perspective employees as curricular needs develop. After hire, the school teams-up with the district to provide professional development opportunities using grant funds and

assistance from DA, DOE, CTE, Title I, Title II, SPDG, and other grant sources. The external partner, ISA, will also provide PD to support teachers and ensure effective instruction. The school maintains a PD Schedule that allows us to provide cafeteria-style PD that is directed towards teacher stated needs and the PD needs of the school. For SY 2016-2017 the all of the school's stakeholders agreed to place focus on "Building positive relationships" as one of our three goals for this school year. In addition we will use the following resources: Common planning time, instructional coaches, student and teacher mentoring, and school advisory groups (LAT, LLT, SAC, and SAG) to improve the chances that teachers are trained and would want to remain at the school.

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

JCMHS will use a two-tiered mentoring system where veteran teachers will be placed with beginning teachers who will model, peer-teach and assist teachers with any areas of concern. In addition, we will add a second tier where regardless of teaching experience (beginning or veteran) teachers having expertise in an area will be asked to share that expertise with other teachers who need support in the particular skill area. JCMHS will launch its new Mentors On Patrol (MOP) during second semester that will allow teachers with expertise (veteran or beginning) to serve as skill models where the teacher needing help can observe a strategy being modeled and where they can have their practice recorded using an iPad so that they can use the recording to reflect on their practice and to make changes to improve a teaching skill. For immediate feedback and access to quality demonstrations of effective instruction, the school will utilize Edivate to support teachers. This system allows administrators to provide feedback on instructional practices.

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.

Using the LAT, LLT, and Instructional Coaches JCMHS ensures its core instructional programs and materials are aligned to Florida's Standards its scheduled meetings, staff meetings, department meetings, and planning times. During these meetings the leadership team representative and department team begin with specific standards to develop a cohesive, rigorous unit of study. We will work with the district to procure research-based instructional programs and curriculum and PD using available district general fund and grant fund options. The units developed through these resources include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). Based on these units, the teams determine the elements from the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

In addition, each teacher will follow a school directed Deliberate Practice Plan (DPP) that will outline higher ordered learning strategies to be used during the days instruction. The DPP will be used as an affirmation that all teachers will be deliberate in their focus of instructional efforts each instructional day.

The school's external partner, ISA, will also support the implementation of core instructional programs that are aligned with Florida's standards.

b. Instructional Strategies

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

Using baseline and benchmark data from iReady and the FL DOE Item Based Testing Platform (IBTP), teachers will supplement instruction with LLT recommended higher ordered learning strategies that are designed to address individual student needs and to assist all students in improving their academic abilities.

Example: Once a student has been identified through benchmark testing or through failing an EOC, strand data will be evaluated, then the student will be placed into an individualized training program using an approved online or face-to-face remediation program. The students will either be placed in a tutoring or full credit-recovery program depending on their special circumstance.

ISA content area coaches support teachers to effectively implement state standards, use an inquiry approach to instruction that emphasizes higher order thinking, enrich literacy across the curriculum (including numeric literacy), utilize project-based learning, provide scaffolding that supports differentiation and struggling students, engage in multiple forms of assessment ranging from classroom, district, and state tests to performance assessments, and practice close and regular monitoring of student progress. ISA coaches help the school develop both school-wide and individual classroom academic and behavioral interventions that emphasize prevention of problems rather than correction of them.

ISA will help the school to restructure the use of time in ways that provide students with multiple opportunities for success, including extended day and year for enrichment and remediation such as tutoring; external learning experiences such as internships, community service, and dual enrollment; Saturday school for credit recovery or standardized test prep, etc.; block scheduling; and organizing and scheduling for grade level teams, where a cohort of teachers teaches the same cohort of students

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

Strategy: Extended School Day

Minutes added to school year: 8,750

The school day includes an extra 50 minutes to allow for low performing students to receive intensive instruction throughout the day in reading and math.

Strategy Rationale

Reading and math skills are reinforced through intervention strategies and provide students with the extra support needed to fill in learning gaps and increase learning gains of the lower 25% of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Swain, Genleah, genleah.swain@jeffersonschooldistrict.org

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

Data is collected through mini assessment/benchmark test that are uploaded into Discovery Education and used to compare student results.

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.

All Jefferson County Middle/High school students will receive AVID learning strategies that are used school-wide in order to standardize instructional practices and to aid grade-level and class to class transition. AVID learning/instructional strategies are research based and proven to prepare students for college and career readiness courses. Currently AVID Cornell Notes is used throughout the entire school in each classroom thereby supporting student transition from one school level (from middle school to high school) to the next. In addition, the AVID Notebook, and school wide writing strategies will ensure the same high level of instruction in each classroom throughout the school, resulting in seamless transition from grade to grade.

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.

Jefferson County Middle/High promotes academic and career planning through providing proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. With the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century, we complete this goal through the design, development, implementation and evaluation of a comprehensive, developmental

and systematic school-counseling program and academic assistance program.

Classroom Guidance

Academic skills support

Organizational, study and test-taking skills

Post-secondary planning and application process

Dual-Enrollment for post secondary programs

Career planning

Education in understanding self and others

Coping strategies

Peer relationships and effective social skills

Communication, problem-solving, decision-making, conflict resolution and study skills

Career awareness and the world of work

Multicultural/diversity awareness

Individual Student Planning (through ESE IEP process)

Goal setting

Academic plans

Career plans

Problem solving

Education in understanding of self, including strengths and weaknesses

Transition plans

Responsive Services

Individual and small-group counseling

Individual/family/school crisis intervention

Peer facilitation

Consultation/collaboration

Referrals

System Support

Professional development

Consultation, collaboration and teaming

Program management and operation

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

Jefferson County Middle/High School through, applied and integrated courses, helps students see the relevance to their futures by preparing them for the ever-changing world of work, which means not only college readiness, but career readiness. Our CTE program offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal of preparing students for life after high school.

We implemented the model(s) that best meets the needs of our students and community. We chose an integrated school-to-work curriculum supported by appropriate instruction and assessment. Instructional methods for this integrated curriculum include "applied teaching methods and team-teaching strategies" so that learning is "more contextualized, more integrated or interdisciplinary, student-centered, active, and project based. These teaching and learning processes require our students to solve problems and complete tasks that are found in real-life situations--especially, but not solely, in workplace situations. Students work in small groups to acquire and use information, make decisions, and apply academic knowledge to vocational or real-world frames of reference. Teamwork and hands-on approaches are emphasized. Such instructional practices make learning more meaningful and helps our students to see the applications of their knowledge and skills, and connect learning to the world outside the classroom.

Besides implementing new methods of instruction and assessment, we changed the structure of the school. Class periods are back to 50 minutes and allow time for project development and team-

teaching activities. We are currently planning to offer a built in extended day for review, remediation and reinforcement in the areas of math, reading, writing and science (pending funding).

Because most teachers have been trained to teach curricula that are school-based and subject-specific, professional development is necessary for teachers to adopt different roles and teaching strategies.

We provide time for our teachers to plan lessons, visit businesses or schools, and meet with administrator(s) and instructional coaches. Staff development time will involve both in-house and off campus learning models and may at times require teachers to go into the business community to see what math, science, social studies, language arts, artistic, and occupational skills are required in the contemporary workplace. In addition, three teachers will or have already been trained in CTE Instructional Strategies and will be used as trainers for school wide academy formatted school structure beginning with a Medical Academy, College Academy, JROTC and expanded AG Programs for SY 2016-2017 and will grow to other academies as the need and opportunity arises.

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

Presently two JCMHS CTE teachers (1 more scheduled) attended a CTE PD designed to teach curricular-wide learning strategies that will be shared with all teachers that will be used school wide. As we develop into an academy-based learning institution these strategies will be incorporated as the need arise. Strategies for improving student readiness for public post-secondary levels based on the Feedback Report, maintained by the DOE include:

- Identifying student needs pertaining specifically to high school graduation, college enrollment and post-secondary training opportunities
- Providing and expanding career readiness courses within the curriculum for the emerging 21st century workforce through CTE programs. Contact vocational schools and programs supported by industry and community-based partnerships and provide opportunities for students to master academic, technical, and deep learning skills to complement a range of growing sectors.
- Expanding digital literacy and technology programs in the context of college and career readiness.
- Bringing students who have disengaged or are off-track, through high school graduation to college and careers.

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.

This report has been downloaded and this part of the SIP will be updated after the SIP, LLT, SAG, and LAT input has been gathered.

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.** Improve classroom management strategies to increase student engagement.
- G2.** Implement learning activities that produce authentic student engagement in the classroom.

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. Improve classroom management strategies to increase student engagement. 1a

G087422

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	35.0
FCAT 2.0 Science Proficiency	40.0
U.S. History EOC Pass	50.0
Civics EOC Pass	40.0

Targeted Barriers to Achieving the Goal 3

- Increased numbers of beginning and new teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FIN/FDLRS
- SPDG
- Beginning/New Teachers Induction Program

Plan to Monitor Progress Toward G1. 8

Teacher walkthrough/observation data and student assessment data

Person Responsible

Genleah Swain

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, iReady assessment data, discipline referrals

G2. Implement learning activities that produce authentic student engagement in the classroom. 1a

G087423

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	38.0

Targeted Barriers to Achieving the Goal 3

- Teacher Training/PD Scheduling
- Lack of rigor embedded within instruction.
- Number of Beginning teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida A & M trainers for technology
- Academic Coaches creating school wide vocabulary list needed for each grade level.
- Graphic organizer, interactive word walls, centers, index cards, and powerpoint.
- SPDG Grant
- Content Experts
- Support Facilitator/Inclusion
- Title 1 Resources
- On Campus College Readiness Testing (ACT Testing Site)

Plan to Monitor Progress Toward G2. 8

Classroom walk-throughs, informal, and formal observations using the Danielson's protocol will provide data for progress monitoring of each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement.

Person Responsible

Genleah Swain

Schedule

Monthly, from 1/4/2017 to 5/26/2017

Evidence of Completion

Observation data from administrative learning walk throughs, informal, and formal observations; lesson plan documentation, and JCMHS Deliberate Practice Plans.

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. Improve classroom management strategies to increase student engagement. 1

 G087422

G1.B1 Increased numbers of beginning and new teachers. 2

 B232377

G1.B1.S1 Provide professional development for all teachers on classroom management strategies. 4

 S245248

Strategy Rationale

New knowledge and skills can be built to enhance teachers' ability to effectively manage their classrooms and provide engaging learning activities that meet the needs of all learners.

Action Step 1 5

Teachers will participate in a training on effective classroom management strategies.

Person Responsible

Genleah Swain

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, agenda, and follow-up activities related to the professional development workshop

Action Step 2 5

Teachers will participate in PLCs.

Person Responsible

Genleah Swain

Schedule

Weekly, from 12/7/2016 to 5/26/2017

Evidence of Completion

PLC agenda, minutes, sign-in sheets

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

Conduct classroom walkthroughs and PLC attendance will also be monitored.

Person Responsible

Schedule

On 5/26/2017

Evidence of Completion

Walkthrough tool and Rtl PLC sign-in sheets

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

Monitor the number of discipline referrals and class grades.

Person Responsible

Genleah Swain

Schedule

Weekly, from 12/7/2016 to 5/26/2017

Evidence of Completion

Discipline referrals, teachers' gradebooks, clear expectations posted in the classroom.

G1.B1.S2 Provide a beginning/new teachers' program. 4

S245249

Strategy Rationale

The beginning/new teachers' program will facilitate learning opportunities for teachers and provide them with new skills and knowledge on classroom management. A beginning/new teachers' program will also provide teachers with support and opportunities to collaborate with veteran teachers on how to effectively manage a classroom and provide students with engaging learning activities.

Action Step 1 5

Provide learning sessions and various PD activities within the ProPEL Beginning Teachers Program

Person Responsible

Genleah Swain

Schedule

Evidence of Completion

Sign-in Sheets, agenda, reflection activities, and session wrap-up activities

G2. Implement learning activities that produce authentic student engagement in the classroom. 1

G087423

G2.B1 Teacher Training/PD Scheduling 2

B232378

G2.B1.S1 Provide teachers with regularly scheduled professional development that focuses on the implementation of literacy strategies across content areas and increasing rigor within the classroom. 4

S245250

Strategy Rationale

Teachers will have an increased knowledge of how to effectively teach literacy within their content areas as well as how to use quality questioning techniques that will increase students' higher order thinking skills.

Action Step 1 5

Common Writing Rubric to be used school-wide

Person Responsible

Genleah Swain

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evident during Classroom Walkthroughs Documented in Lesson Plans

Action Step 2 5

Using Florida Standards to Improve Instructional Practices

Person Responsible

Genleah Swain

Schedule

Evidence of Completion

Lesson Plans

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

Progress Monitored FCIM Assessments
Mid - year assessments

Person Responsible

Schedule

On 1/29/2016

Evidence of Completion

Classroom Walkthrough Documents Progress Monitoring, Assessments, FCAT and EOC scores

G2.B2 Lack of rigor embedded within instruction. 2

 B232379

G2.B2.S1 Adapt and train teachers on a common lesson planner to standardize lesson planning format. 4

4

 S245251

Strategy Rationale

Having a standard format for lesson planning will ensure teachers focus on standards-based instruction centered around quality questioning and learning activities that require higher order thinking skills.

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G2.B2.S2 Provide teachers with professional development on how to increase rigor in classrooms. 4

 S245252

Strategy Rationale

Teachers will gain the knowledge and skills needed to provide rigorous instruction.

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2.B3 Number of Beginning teachers **2**

 B232380

G2.B3.S1 Provide instructional feedback and assistance through walkthroughs and instructional coach support. **4**

 S245253

Strategy Rationale

With more instructional coaching and modeling, beginning teachers will have the support and skills needed to improve literacy instruction.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A2 A317471	Using Florida Standards to Improve Instructional Practices	Swain, Genleah	8/10/2016	Lesson Plans	No End Date daily
G2.B3.S1.A1 A317472	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A1 A317469	Provide learning sessions and various PD activities within the ProPEL Beginning Teachers Program	Swain, Genleah	8/3/2016	Sign-in Sheets, agenda, reflection activities, and session wrap-up activities	No End Date daily
G2.B1.S1.MA1 M330416	Progress Monitored FCIM Assessments Mid - year assessments		1/11/2016	Classroom Walkthrough Documents Progress Monitoring, Assessments, FCAT and EOC scores	1/29/2016 one-time
G1.MA1 M330415	Teacher walkthrough/observation data and student assessment data	Swain, Genleah	8/10/2016	Lesson plans, iReady assessment data, discipline referrals	5/26/2017 daily
G2.MA1 M330417	Classroom walk-throughs, informal, and formal observations using the Danielson's protocol will...	Swain, Genleah	1/4/2017	Observation data from administrative learning walk throughs, informal, and formal observations; lesson plan documentation, and JCMHS Deliberate Practice Plans.	5/26/2017 monthly
G1.B1.S1.MA1 M330413	Monitor the number of discipline referrals and class grades.	Swain, Genleah	12/7/2016	Discipline referrals, teachers' gradebooks, clear expectations posted in the classroom.	5/26/2017 weekly
G1.B1.S1.MA1 M330414	Conduct classroom walkthroughs and PLC attendance will also be monitored.		12/5/2016	Walkthrough tool and RtI PLC sign-in sheets	5/26/2017 one-time
G1.B1.S1.A1 A317467	Teachers will participate in a training on effective classroom management strategies.	Swain, Genleah	8/10/2016	Sign-in sheets, agenda, and follow-up activities related to the professional development workshop	5/26/2017 triannually
G1.B1.S1.A2 A317468	Teachers will participate in PLCs.	Swain, Genleah	12/7/2016	PLC agenda, minutes, sign-in sheets	5/26/2017 weekly
G2.B1.S1.A1 A317470	Common Writing Rubric to be used school-wide	Swain, Genleah	8/10/2016	Evident during Classroom Walkthroughs Documented in Lesson Plans	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Improve classroom management strategies to increase student engagement.

G1.B1 Increased numbers of beginning and new teachers.

G1.B1.S1 Provide professional development for all teachers on classroom management strategies.

PD Opportunity 1

Teachers will participate in a training on effective classroom management strategies.

Facilitator

FIN/FDLRS; Assistant Principal

Participants

All Teachers

Schedule

Triannually, from 8/10/2016 to 5/26/2017

G1.B1.S2 Provide a beginning/new teachers' program.

PD Opportunity 1

Provide learning sessions and various PD activities within the ProPEL Beginning Teachers Program

Facilitator

G. Star Swain

Participants

Beginning/new teachers

Schedule

G2. Implement learning activities that produce authentic student engagement in the classroom.

G2.B1 Teacher Training/PD Scheduling

G2.B1.S1 Provide teachers with regularly scheduled professional development that focuses on the implementation of literacy strategies across content areas and increasing rigor within the classroom.

PD Opportunity 1

Common Writing Rubric to be used school-wide

Facilitator

Literacy Leadership Team

Participants

All teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Using Florida Standards to Improve Instructional Practices

Facilitator

DOE/SIM

Participants

All teachers, coaches, and administrators.

Schedule

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	Teachers will participate in a training on effective classroom management strategies.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A		\$3,000.00
2	G1.B1.S1.A2	Teachers will participate in PLCs.				\$0.00
3	G1.B1.S2.A1	Provide learning sessions and various PD activities within the ProPEL Beginning Teachers Program				\$0.00
4	G2.B1.S1.A1	Common Writing Rubric to be used school-wide				\$0.00
5	G2.B1.S1.A2	Using Florida Standards to Improve Instructional Practices				\$138,738.67
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A		\$32,870.00
	5100	120-Classroom Teachers	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A		\$36,666.00
	5100	510-Supplies	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A		\$8,000.00
	5100	150-Aides	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A		\$14,422.00
	6150	160-Other Support Personnel	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A	0.5	\$7,519.00
<i>Notes: Parent liaison</i>						
	6300	130-Other Certified Instructional Personnel	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A		\$10,634.67
<i>Notes: Science Coach salary and benefits</i>						
	6300	130-Other Certified Instructional Personnel	0021 - Jefferson County Middle A Somerset Charter	Title I, Part A	1.0	\$28,627.00
<i>Notes: Salary math coach and benefits</i>						
6	G2.B3.S1.A1					\$0.00
					Total:	\$141,738.67