2013-2014 SCHOOL IMPROVEMENT PLAN

Keystone Heights Junior/Senior High

900 ORCHID AVE
Keystone Heights, FL 32656
352-473-2761
http://khh.oneclay.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	46%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	7%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Keystone Heights Jr Sr High

Principal
Susan Sailor

School Advisory Council chair
Nicole Honour

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Sailor	Principal
Linda McGhghy	Assistant Principal
Brian Cox	Assisstant Principal
Julie Smith	Reading Coach/RtI Coach
Justin Williams	Vice Principal

District-Level Information

District
Clay

Superintendent
Charles E Vanzant, Jr.

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Nicole Honour, SAC Chairperson
Susan Sailor, Principal
Brian Cox, Assistant Principal and SAC Secretary
Melanie Walls, SAC Treasurer
Judi Burleson, support facilitator
Kathy Williams, Media Specialist
Tammy Jo Montford, junior high math teacher
Julie Smith, RTI/Reading Coach
Christi Hintz, ESE teacher
Kim Dykes, high school science teacher
Teresa Whitfield, junior high science teacher
Cindy Judson, social studies teacher
Angel Lindquist, parent

Barbara Alsabrook, parent
Betsy Condon, parent
Heidi McGee, parent
Tonya Dennis, community member
John Ward, Deputy Emergency Director, community member
Crystal Alonzo, student
Cailtin Charrier, student

Involvement of the SAC in the development of the SIP

The SAC met in September to discuss the purpose of the School Improvement Plan and describe how the process of writing the School Improvement Plan. Dr. Susan Sailor and Nicole Honour shared Clay County's goals of improving the writing scores, increasing student engagement in the classroom, and promoting professional development in the area of high-yield instructional practices. The SAC agreed that the three County goals should also be the focus of our school goals.

Activities of the SAC for the upcoming school year

The SAC will meet on a monthly basis to review funding proposals submitted by teachers and staff as well as discuss and monitor the activities set in place to achieve the goals.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds are allocated to the costs of special projects and/or needs as presented to the SAC in the form of a proposal. Proposals may be submitted by a faculty or staff member whose efforts to implement the SAC goals are impeded by a lack of funding. Each year the junior high team leaders request SAC funding for academic planners for use by the 7th and 8th grade students. The cost to fund this purchase is estimated at $1800 per year,

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Susan Sailor		
Principal	Years as Administrator: 12	Years at Current School: 7

Credentials	B.A. Education M.A. Educational Leadership Ph.D. Curriculum and Instruction Certifications: ESE Educational Leadership School Principal
Performance Record	School grades: A, A, B (achieved points for an A but dropped to a B because of at-risk graduation cohort). Statewide Assessment data: over three years an average of 4% yearly improvement in levels 1 and 2 of FCAT reading and math, 2% in FCAT science, up to 60% of lowest quartile making learning gains in 2013 FCAT reading, 66% learning gains in FCAT math, The percentage of level 3, 4 and 5 students meeting high standards remains steady at 55% in reading and 63% in math, the percentage meeting high standards in science increased to 57%, while the percentage of students meeting high standards in writing fell to 48% in 2013. The percentage of all students making learning gains in reading has held steady over the past three years around 57% while math overall learning gains have increased to a high of 72%.

Brian Cox		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	B.A. in Varying Exceptionalities M.A. in Educational Administration and Supervision Certifications: Physical Education Math Educational Leadership
Performance Record	School grades: A, A, B (achieved points for an A but dropped to a B because of at-risk graduation cohort). Statewide Assessment data: over three years an average of 4% yearly improvement in levels 1 and 2 of FCAT reading and math, 2% in FCAT science, up to 60% of lowest quartile making learning gains in 2013 FCAT reading, 66% learning gains in FCAT math, The percentage of level 3, 4 and 5 students meeting high standards remains steady at 55% in reading and 63% in math, the percentage meeting high standards in science increased to 57%, while the percentage of students meeting high standards in writing fell to 48% in 2013. The percentage of all students making learning gains in reading has held steady over the past three years around 57% while math overall learning gains have increased to a high of 72%.

Linda McGhghy		
Asst Principal	Years as Administrator: 3	Years at Current School: 5

Credentials	B.A. in Elementary Education M.Ed. in Educational Leadership Certifications: Elementary Education Reading Endorsement Educational Leadership ESOL School Principal
Performance Record	School grades: A, A, B (achieved points for an A but dropped to a B because of at-risk graduation cohort). Statewide Assessment data: over three years an average of 4% yearly improvement in levels 1 and 2 of FCAT reading and math, 2% in FCAT science, up to 60% of lowest quartile making learning gains in 2013 FCAT reading, 66% learning gains in FCAT math, The percentage of level 3, 4 and 5 students meeting high standards remains steady at 55% in reading and 63% in math, the percentage meeting high standards in science increased to 57%, while the percentage of students meeting high standards in writing fell to 48% in 2013. The percentage of all students making learning gains in reading has held steady over the past three years around 57% while math overall learning gains have increased to a high of 72%.

Justin Williams		
Asst Principal	Years as Administrator: 12	Years at Current School: 7
Credentials	B.A. Exceptional Student Education Emotionally Handicapped M.A. Educational Leadership Certifications: ESE Educational Leadership School Principal	
Performance Record	School grades: A, A, B (achieved points for an A but dropped to a B because of at-risk graduation cohort). Statewide Assessment data: over three years an average of 4% yearly improvement in levels 1 and 2 of FCAT reading and math, 2% in FCAT science, up to 60% of lowest quartile making learning gains in 2013 FCAT reading, 66% learning gains in FCAT math, The percentage of level 3, 4 and 5 students meeting high standards remains steady at 55% in reading and 63% in math, the percentage meeting high standards in science increased to 57%, while the percentage of students meeting high standards in writing fell to 48% in 2013. The percentage of all students making learning gains in reading has held steady over the past three years around 57% while math overall learning gains have increased to a high of 72%.	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Julie Smith		
Full-time / School-based	Years as Coach: 5	Years at Current School: 1

Areas	Reading/Literacy, RtI/MTSS
Credentials	B.A. Elementary Education B.A. Hearing Impaired K-12 Reading Endorsement
Performance Record	School grades: A, A, B (achieved points for an A but dropped to a B because of at-risk graduation cohort). Statewide Assessment data: over three years an average of 4% yearly improvement in levels 1 and 2 of FCAT reading and math, 2% in FCAT science, up to 60% of lowest quartile making learning gains in 2013 FCAT reading, 66% learning gains in FCAT math, The percentage of level 3, 4 and 5 students meeting high standards remains steady at 55% in reading and 63% in math, the percentage meeting high standards in science increased to 57%, while the percentage of students meeting high standards in writing fell to 48% in 2013. The percentage of all students making learning gains in reading has held steady over the past three years around 57% while math overall learning gains have increased to a high of 72%.

Classroom Teachers

# of classroom teachers
73

 # receiving effective rating or higher
100, 137%

 # Highly Qualified Teachers
100%

 # certified in-field
69, 95%

 # ESOL endorsed
9, 12%

 # reading endorsed
10, 14%

 # with advanced degrees
26, 36%

 # National Board Certified
4, 5%

 # first-year teachers
2, 3%

 # with 1-5 years of experience

17, 23%

 # with 6-14 years of experience

27, 37%

 # with 15 or more years of experience

27, 37%

Education Paraprofessionals

# of paraprofessionals

10

 # Highly Qualified

10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

6

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal and vice principal utilize the district's online job posting and application program to screen potential teachers and select those who are highly qualified, certified-in-field and effective teachers for the interview process. The principal and vice principal also attend the district's annual Educator Recruitment Day to attract suitable candidates for the school's posted job openings and maintain a pool of prospective candidates to pull from throughout the school year as teaching vacancies arise.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school follows the district's Teacher Induction Program for mentoring program for new teachers. Each beginning teacher is paired with a veteran teacher who is certified by the district to be a peer teacher. Peer teachers and beginning teachers meet routinely throughout the year to complete portfolio requirements and classroom observations.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,440

Beginning six weeks before the administration of the FCAT 2.0 testing period. FCAT tutoring is provided for students in the areas of Reading and Mathematics for both junior high and senior high students after school. Two days a week is reserved for reading tutoring and two days for math, Monday through-Thursday for one hour past the regular school hours. Sections are added as needed by demand and certified teachers run the tutoring sessions.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance sheets are kept and FCAT tutoring teachers maintain logs regarding student performance throughout the tutoring period. Upon the release of the FCAT scores, gains made by tutoring students are reviewed.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal Linda McGhghy organizes the FCAT tutoring schedule, recruits the certified teachers, advertises the tutoring to all students, and arranges for an activities bus to transport students without transportation to four centralized frop-off locations.

Strategy: Before or After School Program
Minutes added to school year: 7,680

The Compass Credit Recovery program is offered after school Monday through Thursday for students identified by the guidance department as lagging behind in credits required for graduation. These students are enrolled in Compass Learning courses by either Dr. Diane Thompson or Ms. Terri Parrish, guidance counselors. Lynn Swartzwelder, a computer lab assistant, supervises the completion of these courses in the lab after school. Onsite supervision of this program begins in September of each year and continues throughout the year.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The computer lab assistance reports the progress of students in the Compass Learning courses and reports the completion of the courses to the guidance department. The guidance department maintains passing rate data and assigns credit to those courses completed.

Who is responsible for monitoring implementation of this strategy?

The guidance department identifies students and enrolls them in the program and then records

Strategy: Summer Program
Minutes added to school year: 540

Algebra I EOC Summer Boot Camp is a program for students who did not pass the Algebra I EOC and plan to take the summer retake test. Mrs. Belinda Phillips and Mrs. Kathy Smith, two Algebra I teachers run the boot camp. In the three days prior to the retake test students review major concepts and review sample questions and take practice quizzes. The boot camp is for three days, three hours each day.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The math teachers supervising this activity review the EOC data and note the scores, both for those passing the course without the boot camp, and those who attended the boot camp.

Who is responsible for monitoring implementation of this strategy?

Mrs. Belinda Phillips and Mrs. Kathy Smith monitors all aspects of this project and reports the results of their efforts to the Math department.

Strategy: Before or After School Program

Minutes added to school year:

"Jet Pack" is offered by Clay Virtual Academy (CVA) and our school provides after a school supervision and assistance program for students enrolled in the online courses. Students may opt to work from home, or at school if internet from home is not available. This is shown as a 7th period course and the computer lab assistant monitors student progress and gives students access to our telephones to make contact with their Clay Virtual Academy as needed. The computer lab assistant contacts the CVA teacher via e-mail to arrange for the phone conferences.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Dr. Diane Thompson has access to the Clay Virtual Academy page on the Florida Virtual website, and can monitor the completion of their courses, and pulls the grade off and placing the grades into FOCUS (our school grade book) Reports are pulled in February and March to monitor the progress of seniors enrolled in the "Jet Pack."

Who is responsible for monitoring implementation of this strategy?

The guidance department approves the course selection and monitors the progress of those enrolled in the Clay Virtual Academy courses. The computer lab assistant monitors the progress of those students attending the 7th period after school.

Strategy: Before or After School Program

Minutes added to school year: 600

Algebra I EOC Boot Camp is a 10 day after school program available to all students enrolled in Algebra I. It takes place the ten days prior to the administration of the Algebra I EOC and it is for one hour after school. The boot camp is led by Mrs. Belinda Phillip and is supported by Mrs. Kathy Smith, two Algebra I teachers at KHHS. In the ten days students students review major concepts and review sample questions and take practice quizzes.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The math teachers supervising this activity review the EOC data and note the scores, both for those passing the course without the boot camp, and those who attended the boot camp. Any student not passing the Algebra I EOC is strongly encouraged to attend the summer boot camp that takes place prior to the Algebra I EOC retake.

Who is responsible for monitoring implementation of this strategy?

Mrs. Belinda Phillips and Mrs. Kathy Smith monitors all aspects of this project and reports the results of their efforts to the Math department.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Sailor	Principal
Julie Smith	Reading Coach/Rti Coach

How the school-based LLT functions

The Literacy Leadership Team (LLT) will meet jointly with the School Based Leadership Team. These teams will review universal screening data and review progress monitoring data. This will assist in planning instruction and identifying professional development needs The team will also assist in development of our professional learning communities.

Major initiatives of the LLT

The major initiative of the LLT/SBLT will be to ensure that all students, but especially our "at=risk" students receive effective instruction to improve their reading comprehension skills.
The teams will continue to foster a love of reading in our junior high students through the "Book Bash". This is an evening of fun and games involving reading and literature sponsored by the Reading Leadership Team. Additionally, our Reading Rewards for grades 7-12 continues throughout the school year to encourage and reward readers.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school has developed and refined its own Literacy Plan for the past eight years. The plan is modeled after the Southern Regional Education Board's best practices in literacy instruction and updated annually. Every subject area department participates in reviewing and refining the plan, adding strategies that are both schoolwide and content-area specific.
The data from Performance Matters and FCAT Reading are reviewed and used to identify the needs of our students in the area of reading comprehension. All teachers will review this data in departmental data meetings. Teachers will also review this data for the students they teach. Teachers using NG CAR-PD strategies will incorporate reading strategies into their lessons to assist students in the further development of their reading comprehension skills.
The Reading Coach/Interventionist also models reading strategies and lessons for teachers in all curriculum areas.
Teachers also model reading for students daily during Time To Read (TTR) for 21 minutes. Students are encouraged to bring leisure reading to class. Additionally, teachers have classroom libraries from which students may select books.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The standards for applied and integrated courses include component of English, math, science, and social studies. Applied and integrated courses include health occupations and medical skills, culinary arts, digital and web design, agricultural science, carpentry, technology, and television production. Advanced placements courses are offered in calculus, U. S. History, and English/Literature. Juniors and

seniors who maintain a 3.0 grade point average are eligible to take dual-enrollment classes at Santa Fe College.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Seventh grade students are in a vocational wheel for 9 weeks which includes Introduction to French, Critical Thinking, Introduction to Agriscience/Career Planning, and Business Keyboarding.
Eighth grade students may choose two semester classes from physical education, art, or agriscience.
Also, available for 8th grade students are a year long course in Information Technology or Agriscience.
Throughout the school year representatives from various colleges visit campus and meet with interested students.

Strategies for improving student readiness for the public postsecondary level

Each spring the guidance counselors visit English classes to work with students in selecting their courses for the next school year. The counselors conduct at least two classroom guidance classes a year for academic and career planning utilizing FLVC.net with their grade levels.
Academic and career planning is also available for students and/or parents on an individual basis as requested. All students who receive a failing grade on their report card meet with their counselor to create a plan to be successful in their classes the following grading period.
The 11th/12th grade counselors meet with students to assist them in enrolling in courses at Santa Fe College (dual enrollment). Additionally, an evening meeting is held to provide students and parents with information about college, scholarships, and FACTS. org.
The Career Specialist is available two days per week. He counsels students concerning post-secondary educational opportunities such as universities/colleges, technical institutions and the military. He maintains a career information resource center. He also coordinates career shadowing for 99th grade students.
He coordinates career shadowing for eligible juniors and coordinates follow-up counseling for the 8th grade career interest inventory. He provides student, parents, and out-of-school youth and adults with materials concerning employment and education opportunities.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	55%	No	69%
American Indian				
Asian	63%		No	66%
Black/African American	39%	18%	No	45%
Hispanic	63%	50%	No	66%
White	67%	60%	No	70%
English language learners				
Students with disabilities	46%	33%	No	51%
Economically disadvantaged	58%	49%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	30%	35%
Students scoring at or above Achievement Level 4	236	25%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	18	100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	558	58%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	152	60%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	103	49%	51%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	202	48%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	13	100%	100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%		No	66%
American Indian				
Asian				
Black/African American	36%		No	42%
Hispanic	56%		No	60%
White	63%		No	66%
English language learners				
Students with disabilities	48%		No	53%
Economically disadvantaged	59%		No	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	138	75%	80%
Students in lowest 25% making learning gains (EOC)	20	45%	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	97	37%	40%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	37%	40%
Students scoring at or above Achievement Level 4	24	13%	17%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	36%	40%
Students scoring at or above Achievement Level 4	35	17%	20%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	12	100%	100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	44%	50%
Students scoring at or above Achievement Level 4	26	14%	17%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days	87	7%	5%
Students in ninth grade who fail two or more courses in any subject	12	5%	0%
Students with grade point average less than 2.0	110	8%	5%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	185	15%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	142	12%	8%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	13	6%	3%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	173	83%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	37	93%	97%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	3	1%	0%

Goals Summary

G1. Increase students' writing skills through incorporating writing throughout every content area.

G2. Increase the use of effective student engagement strategies in the classroom.

G3. Expose teachers to high-yield teaching strategies through regular, content specific professional development opportunities.

Goals Detail

G1. Increase students' writing skills through incorporating writing throughout every content area.

Targets Supported

- All Areas
- Writing

Resources Available to Support the Goal

- Each department (English, Social Studies, Math and Science) will create a department writing plan identify their focus on writing instruction and include strategies implemented in the classroom that support writing instruction in the content area
- The English department's writing plan focuses on preparation for the Clay Writes Practices and the Florida Writes test administered in the Spring for grades 8 and 10.
- The Social Studies department's writing plan focuses on quarterly DBQ (Document Based Questions) essays
- The Math Department's writing plan focuses on incorporating writing strategies into math instruction.
- The Science Department's writing plan focuses on collaboration with the English department on the science fair Research paper and student use of proper paragraph construction in lab reports.

Targeted Barriers to Achieving the Goal

- Some faculty may not be aware of what the department writing plan is or what kinds of writing instruction they will be expected to incorporate in lessons
- Non English teachers may feel ill-equipped in incorporating writing instruction and writing strategies into their lessons.

Plan to Monitor Progress Toward the Goal

Clay Writes scores will be monitored for improvements

Person or Persons Responsible

Linda McGhghy and department chairs (Jason Borko - English, Chris Wester - Social Studies, Cindy Loose - Math and Peyton Phillips - Science)

Target Dates or Schedule:

Quarterly at Academic Leadership meetings

Evidence of Completion:

meeting minutes and FCAT Writing Scores

G2. Increase the use of effective student engagement strategies in the classroom.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will be provided with resources pertaining to student engagement strategies, including but not limited to, PD 360 videos, Teaching Channel videos, professional journal articles and research studies, handouts, e-mails with tips and links, and professional development opportunities. Teachers will be encouraged to share engagement strategies with their colleagues.

Targeted Barriers to Achieving the Goal

- Some faculty members may be reluctant to try new strategies that promote increased student engagement.

Plan to Monitor Progress Toward the Goal

Each learning community will be responsible for completing the PLC Meeting logs, and administrators will be looking for specific engagement strategies in their walk throughs.

Person or Persons Responsible

each member of a learning community and each administrator

Target Dates or Schedule:

twice a month

Evidence of Completion:

completed logs and walk through data

G3. Expose teachers to high-yield teaching strategies through regular, content specific professional development opportunities.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- EWS

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Teachers will be referred to PD 360 videos as needed to provide them with specific strategies and techniques.Teachers will be receiving notifications for in-county in-services opportunities via e-mail. Teachers will be clustering in small groups to investigate professional development opportunities in conjunction with their selected learning communities. Teachers will be receiving training during faculty meetings by other faculty members who have best practices to share or information from in-services they have attended to share. Some trainings will be content specific and will take place inside department meetings.

Targeted Barriers to Achieving the Goal

- There may be a limit to the number of in-service and professional development opportunities due to money. Several teachers have inquired about attending professional conferences and the funding for those conferences.

Plan to Monitor Progress Toward the Goal

Teachers will self-report each professional development opportunity (outside the school) that they attended within a week of attending. Attendance sheets will be kept for each on-site training.

Person or Persons Responsible
Linda McGhghy will keep a list of all faculty and their professional development records for this school year

Target Dates or Schedule:
quarterly

Evidence of Completion:
Attendance sheets and teacher reports

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Some faculty may not be aware of what the department writing plan is or what kinds of writing instruction they will be expected to incorporate in lessons

G1.B1.S1 Department chair will solicit input from their department members when writing the plan, discuss the plan at the department meeting and distribute a copy of the plan to each of the members of the department.

Action Step 1

Department Chairs will share the finished writing plan with each member of the department and will provide time during department meetings to discuss the implementation of the writing plan.

Person or Persons Responsible

Department chairs and each department member

Target Dates or Schedule

at each department meeting

Evidence of Completion

minutes from the meeting

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

Department chair can request student work samples from the department to demonstrate implementation

Person or Persons Responsible

Department chair

Target Dates or Schedule

monthly at department data meetings

Evidence of Completion

minutes of the meeting and student sample files

Plan to Monitor Effectiveness of G1.B1.S1

teachers may be asked to share their experiences in implementing the writing plan at department meetings and provide data, such as scores of writing activities to show student improvement

Person or Persons Responsible

Department chair and department members

Target Dates or Schedule

as needed per each department's writing plan

Evidence of Completion

minutes of department meetings

G1.B2 Non English teachers may feel ill-equipped in incorporating writing instruction and writing strategies into their lessons.

G1.B2.S1 provide training in writing instruction and writing evaluation to faculty

Action Step 1

All teachers were provided training in scoring Clay Writes Practice by Pat Dukes, a county curriculum specialist; Social Studies teachers were provided training in DBQs by Thomas Gerds, former curriculum specialist; opportunities for writing in-services will be passed along to teachers and those attending will share their training with the rest of the faculty

Person or Persons Responsible

Linda McGhghy

Target Dates or Schedule

Clay Writes training took place on September 11, 2013; DBQ training took place on October 2, 2013; Nicole Honour and Amy Yeldell will be attending Proficiency in the Sentence Writing Strategy on October 24, 2013 and November 7, 2013 and will be presenting the strategies learned to the faculty on January 7, 2014; other trainings will be reported throughout the year as the opportunities arise

Evidence of Completion

sign in sheets for trainings

Facilitator:

Linda McGhghy, assistant principal

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Teachers who attend writing instruction training will be asked to conduct a short presentation of their experience at the writing training to the faculty or to their department. Some presentations may include demonstration of key strategies learned at the training and the sharing of resources.

Person or Persons Responsible

Linda McGhghy

Target Dates or Schedule

will vary according to attendance to training

Evidence of Completion

attendance sheets

Plan to Monitor Effectiveness of G1.B2.S1

Clay Writes scores (7-10) and Florida Writes scores (8 and 10)

Person or Persons Responsible

Linda McGhghy and English department chair, Jason Borko

Target Dates or Schedule

Clay Writes collection and monitoring per English writing plan

Evidence of Completion

Minutes of the Academic Leadership Team meetings, English department report on writing improvements

G2. Increase the use of effective student engagement strategies in the classroom.

G2.B1 Some faculty members may be reluctant to try new strategies that promote increased student engagement.

G2.B1.S1 Teachers will be encouraged to form their own learning communities to explore student engagement strategies together as a team.

Action Step 1

Seventh and eighth grade students will be provided with planners which serve as an organizational, engagement, and communication tool

Person or Persons Responsible

Betty Jo Saunders

Target Dates or Schedule

August 2013

Evidence of Completion

Planners delivered to school and distributed to students. Junior high teachers teach how to use the planner effectively as indicated by lesson plans. Daily agenda of classes includes writing assignments in planners.

Action Step 2

The faculty was assembled to hear about the new learning communities format that is to take hold this school year. The small group format will give teachers greater flexibility in selecting the mode of delivery for each learning community. Teachers can either form small groups from their department, grade levels or cluster in cross-curricular groups. Some may choose to view videos, read research studies, select a professional book to study or participate in a lesson study focusing on the engagement strategies

Person or Persons Responsible

Linda McGhghy

Target Dates or Schedule

teachers are to meet in their departments on October 23, 2013 and October 30, 2013 to examine data and think about which type of learning communities will appeal to them the most,

Evidence of Completion

formation of learning community teams

Facilitator:

Linda McGhghy

Participants:

all faculty members

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

Teachers will be completing a "relaunch" form at their first small group learning community and it will include information regarding the time, place and norms set for the meeting. Each teacher in the small group will rotate as leader so that each participate takes an active role. In subsequent meetings, the learning community will complete a "Clay County Administrator PLC Meeting Log."

Person or Persons Responsible

Linda McGhghy

Target Dates or Schedule

the small groups are to meet twice a month throughout the year

Evidence of Completion

the submission of the Clay County Administrator PLC Meeting Log

Plan to Monitor Effectiveness of G2.B1.S1

Walk-through data will be collected as administrators are recording the engagement strategies seen in the classroom and noting the number of students who are engaged during their walk-through.

Person or Persons Responsible

Dr. Susan Sailor, Mr. Justin Williams, Mrs. Linda McGhghy, Mr.Brian Cox (school administrators)

Target Dates or Schedule

at each walk through

Evidence of Completion

walk through data

G3. Expose teachers to high-yield teaching strategies through regular, content specific professional development opportunities.

G3.B1 There may be a limit to the number of in-service and professional development opportunities due to money. Several teachers have inquired about attending professional conferences and the funding for those conferences.

G3.B1.S1 Teachers expressing an interest in attending professional conferences must submit a budget for their expenses related to the conference and summit a request to attend from to McGhghy.

Action Step 1

Teachers will be informed of a due date to submit a request to attend professional conferences, and will be given an opportunity to apply for monetary assistance to attend the conference. Preference will be given to conferences that focus teacher training and professional development opportunities. When money from the professional development fund is exhausted, teachers whose conference would otherwise be approved will need to request the funding from the SAC

Person or Persons Responsible

Linda McGhghy

Target Dates or Schedule

Deadline for Spring conferences will be set at December 1, 2013

Evidence of Completion

completed forms and expenses deducted from professional development monies

Plan to Monitor Fidelity of Implementation of G3.B1.S1

E-mails will be sent out regarding the procedure for submitting requests and the deadline for submission. Reminders will be made at department meetings and faculty meetings.

Person or Persons Responsible

Linda McGhghy and department chairs

Target Dates or Schedule

Each department and faculty meeting.

Evidence of Completion

minutes of meetings

Plan to Monitor Effectiveness of G3.B1.S1

the number of requests will be recorded and well as the money spent on each approved request

Person or Persons Responsible

Linda McGhghy and the SAC treasurer, Melanie Walls, if the monies are approved by the council

Target Dates or Schedule

announcements of all approved requests will be announced upon return from winter break

Evidence of Completion

minutes of meetings

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI funds are used to fund a six week after school test preparation boot camp and student transportation prior to the FCAT and EOC exams. Forty four percent of our students participate in the Free and Reduced Breakfast and Lunch nutrition program. Adult Education programs are held two evenings per week on the KHHS campus. CTE funds are given directly to CTE teachers for use in their programs through a district budget line. Job training occurs within CTE programs as well as in a Community-Based Education program for ESE students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B2 Non English teachers may feel ill-equipped in incorporating writing instruction and writing strategies into their lessons.

G1.B2.S1 provide training in writing instruction and writing evaluation to faculty

PD Opportunity 1

All teachers were provided training in scoring Clay Writes Practice by Pat Dukes, a county curriculum specialist; Social Studies teachers were provided training in DBQs by Thomas Gerds, former curriculum specialist; opportunities for writing in-services will be passed along to teachers and those attending will share their training with the rest of the faculty

Facilitator

Linda McGhghy, assistant principal

Participants

all faculty

Target Dates or Schedule

Clay Writes training took place on September 11, 2013; DBQ training took place on October 2, 2013; Nicole Honour and Amy Yeldell will be attending Proficiency in the Sentence Writing Strategy on October 24, 2013 and November 7, 2013 and will be presenting the strategies learned to the faculty on January 7, 2014; other trainings will be reported throughout the year as the opportunities arise

Evidence of Completion

sign in sheets for trainings

G2. Increase the use of effective student engagement strategies in the classroom.

G2.B1 Some faculty members may be reluctant to try new strategies that promote increased student engagement.

G2.B1.S1 Teachers will be encouraged to form their own learning communities to explore student engagement strategies together as a team.

PD Opportunity 1

The faculty was assembled to hear about the new learning communities format that is to take hold this school year. The small group format will give teachers greater flexibility in selecting the mode of delivery for each learning community. Teachers can either form small groups from their department, grade levels or cluster in cross-curricular groups. Some may choose to view videos, read research studies, select a professional book to study or participate in a lesson study focusing on the engagement strategies

Facilitator

Linda McGhghy

Participants

all faculty members

Target Dates or Schedule

teachers are to meet in their departments on October 23, 2013 and October 30, 2013 to examine data and think about which type of learning communities will appeal to them the most,

Evidence of Completion

formation of learning community teams

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' writing skills through incorporating writing throughout every content area.	$1,000
G2.	Increase the use of effective student engagement strategies in the classroom.	$4,815
	Total	$5,815

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
School Improvement	$4,000	$1,815	$5,815
Total	$4,000	$1,815	$5,815

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B2 Non English teachers may feel ill-equipped in incorporating writing instruction and writing strategies into their lessons.

G1.B2.S1 provide training in writing instruction and writing evaluation to faculty

Action Step 1

All teachers were provided training in scoring Clay Writes Practice by Pat Dukes, a county curriculum specialist; Social Studies teachers were provided training in DBQs by Thomas Gerds, former curriculum specialist; opportunities for writing in-services will be passed along to teachers and those attending will share their training with the rest of the faculty

Resource Type

Professional Development

Resource

Ongoing professional development opportunities related to content-specific writing strategies for teachers, such as Step Up to Writing

Funding Source

School Improvement

Amount Needed

$1,000

G2. Increase the use of effective student engagement strategies in the classroom.

G2.B1 Some faculty members may be reluctant to try new strategies that promote increased student engagement.

G2.B1.S1 Teachers will be encouraged to form their own learning communities to explore student engagement strategies together as a team.

Action Step 1

Seventh and eighth grade students will be provided with planners which serve as an organizational, engagement, and communication tool

Resource Type

Evidence-Based Materials

Resource

Planners for junior high school students

Funding Source

School Improvement

Amount Needed

$1,815

Action Step 2

The faculty was assembled to hear about the new learning communities format that is to take hold this school year. The small group format will give teachers greater flexibility in selecting the mode of delivery for each learning community. Teachers can either form small groups from their department, grade levels or cluster in cross-curricular groups. Some may choose to view videos, read research studies, select a professional book to study or participate in a lesson study focusing on the engagement strategies

Resource Type

Professional Development

Resource

Materials and resources related to improving student engagement to be used in small group professional learning communities which are individualized based on group need.

Funding Source

School Improvement

Amount Needed

$3,000