



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lakeside Junior High School

2750 MOODY AVE

Orange Park, FL 32073

904-213-2980

<http://ljh.oneclay.net>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
31%

Alternative/ESE Center
No

Charter School
No

Minority Rate
27%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
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

Lakeside Junior High School

Principal

John Green, Jr.

School Advisory Council chair

Kristi M. Gomez

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

Name	Title
John Green, Jr.	Administrator
Jennifer Roach	Administrator
Rex Knight	Administrator
Lillian Fehrs	Reading Coach
Kristen Heard	ESE Facilitator
Judy Wearne	Guidance Counselor
Erin Macabitas	School Psychologist

District-Level Information

District

Clay

Superintendent

Mr. 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

The School Advisory Council is composed of teachers, support personnel, parents, and other citizens who are representative of the ethnic, racial, and economic community served by the school. Kristi Gomez serves as SAC Chairperson. David Bradley serves as Co-Chairperson. Renee Holstine serves as Secretary.

Involvement of the SAC in the development of the SIP

Members of the SAC provided teachers with their students' test data. Data snapshot forms were provided to assist teachers in tracking students throughout the year and at each assessment window.

Strategies were developed based on this data for teachers to implement in supporting the School Improvement Plan.

Activities of the SAC for the upcoming school year

Throughout the year, the SAC will analyze student test data, ensure the SIP is aligned with the county plan and will analyze faculty implementation of the Common Core Standards.

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

SAC funds will be utilized to enhance professional development and increase student achievement throughout the 2013-2014 school 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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John Green, Jr.

Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Bachelors in English Education, Grades 6-12
Masters in Education, Educational Leadership

Performance Record

Lakeside Junior High School has been an A school for the past three years. Average FCAT scores are as follows: 82% at level 3 or higher in Reading; 87% at level 3 or higher in Math; 94% meeting the Writing standard; and 65% at level 3 or higher in Science. Student percentages making learning gains: 62% made learning gains in Reading and 78% made learning gains in Math. 63% of the lowest 25th percentile making learning gains in Reading was 63% and 75% in Math.

Jennifer Roach

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelors in Arts, Elementary Education
Masters in Education, Educational Leadership

Performance Record

Lakeside Junior High School has been an A school for the past three years. Average FCAT scores are as follows: 82% at level 3 or higher in Reading; 87% at level 3 or higher in Math; 94% meeting the Writing standard; and 65% at level 3 or higher in Science. Student percentages making learning gains: 62% made learning gains in Reading and 78% made learning gains in Math. 63% of the lowest 25th percentile making learning gains in Reading was 63% and 75% in Math.

Rex Knight

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelors of Science, Exercise and Sports Science Education
Masters of Education, Educational Leadership

Performance Record

Lakeside Junior High School has been an A school for the past three years. Average FCAT scores are as follows: 82% at level 3 or higher in Reading; 87% at level 3 or higher in Math; 94% meeting the Writing standard; and 65% at level 3 or higher in Science. Student percentages making learning gains: 62% made learning gains in Reading and 78% made learning gains in Math. 63% of the lowest 25th percentile making learning gains in Reading was 63% and 75% in Math.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lillian Fehrs

Full-time / School-based

Years as Coach: 3

Years at Current School: 9

Areas

Reading/Literacy

Credentials

Bachelors of Arts, English Literature and Sociology
 Masters of Business Administration, General Business
 Reading Endorsement
 ESOL Endorsement

Performance Record

Lakeside Junior High School has been an A school for the past three years. Average FCAT scores are as follows: 82% at level 3 or higher in Reading; 87% at level 3 or higher in Math; 94% meeting the Writing standard; and 65% at level 3 or higher in Science. Student percentages making learning gains: 62% made learning gains in Reading and 78% made learning gains in Math. 63% of the lowest 25th percentile making learning gains in Reading was 63% and 75% in Math.

Classroom Teachers**# of classroom teachers**

56

receiving effective rating or higher

56, 100%

Highly Qualified Teachers

100%

certified in-field

48, 86%

ESOL endorsed

8, 14%

reading endorsed

4, 7%

with advanced degrees

17, 30%

National Board Certified

3, 5%

first-year teachers

5, 9%

with 1-5 years of experience

14, 25%

with 6-14 years of experience

23, 41%

with 15 or more years of experience

14, 25%

Education Paraprofessionals**# of paraprofessionals**

19

Highly Qualified

19, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

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

Teachers are recruited using an online application system and TeachInFlorida.com. The administrators also attend teacher recruiting fairs to seek qualified candidates. An emphasis is placed on recruiting teachers with the necessary content background and a common vision with that of Lakeside Junior High School. John Green, Jennifer Roach and Rex Knight are responsible for recruiting and retaining highly qualified teachers to LJH.

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

Retired teachers in Clay County and mentors on campus provide mentoring to beginning teachers. New teachers are also assigned to teaching teams of three to five teachers with a range of teaching experience and professional development is provided to retain quality teachers. Each teaching team meets weekly to discuss curriculum, data and students, supporting new and veteran teachers. Rachel Holmgren provided training at the beginning of the school year for teachers who are new to Lakeside.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

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: 1,980

Extended learning opportunities for remediation beyond the regular school day are based upon student needs identified by analysis of student performance data to increase the amount and quality of learning time. Before and after school tutoring is offered to low performing students in each subgroup including FCAT Level 1 and 2 students. Effective and research based learning strategies and programs are utilized. On-going assessments are a key component of our tutoring program. Performance Matters and FAIR testing is used to determine the reading needs and instructional level of each child who participates in the extended learning opportunities. We expect that each participating student will show a learning gain on the 2014 FCAT 2.0. Students who do not pass Math, Science, Language Arts or Social Studies may attend a summer remediation program to determine eligibility for promotion. Only one course can be remediated during the summer program.

Math department teachers with the NJHS student volunteers will provide morning "Help Sessions" two mornings per week to support and supplement classroom instruction. Sessions will be available to all students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

FCAT Explorer data, FCAT Test Maker Pro data and Compass Learning data will show mastery of standards.

Who is responsible for monitoring implementation of this strategy?

Language Arts teachers, Math teachers and Administrators

Literacy Leadership Team (LLT)

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

Name	Title
John Green	Administrator
Jennifer Roach	Administrator
Rex Knight	Administrator
Lillian Fehrs	Reading Coach
Kristen Heard	Support Facilitator
Julie Hiscox	Science
Anthony Rodesney	Science
Julie Gaul	Language Arts

Name	Title
Brandi Peters	Language Arts
Kristi Gomez	Social Studies
Rachel Holmgren	Social Studies
Linda Tattersall	Media Specialist
Kathryn Green	Math
Michael Miller	Math
Michelle DuChemin	Fine Arts
Sue Thuy	Career Tech
Judy Wearne	Guidance
Kimberly Anschuetz	PE

How the school-based LLT functions

The LLT meets monthly and discusses ways to enhance reading and reading strategies at Lakeside Junior High School. Each member takes these back to their department meeting for dissemination. The LLT meets on the fourth Monday of each month

Major initiatives of the LLT

In accordance with Common Core, the goal is to make reading and writing a priority in all classes across the campus. Each department will look at ways to enhance reading and writing based on the types of text used in their discipline. These strategies will be presented at department meetings and implemented school wide.

Every Teacher Contributes to Reading Instruction

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

The school's Literacy Leadership Team meets monthly to discuss ways to incorporate reading in every discipline. Members then take the information back to their departments during department meetings. The school is implementing its fourth year of reading strategies across all content areas. Our Literacy Leadership Team is also implementing a "Gator Time" program that allows students to receive academic tutoring in a structured environment or read for twenty six minutes daily.

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

Lakeside Junior High School has many options for students to incorporate their content area classes into relevant and real world learning in our Career and Technology Education department.

Students study topics in Health Class that have recently led to a student being able to save his brother's life after a swimming accident this past summer. Students are also exposed to careers in the Health fields from special speakers that visit the classroom monthly.

Reading is incorporated in Culinary Arts class to expose students to such topics as: where does food come from, how much does it cost, different cultural diets, how food is prepared, safety, sanitation and storage matters, principals of nutrition, effective resource management, communication features of information technology, and leadership skills. Students also participate in a weekly restaurant activity

called, Chez' Thomas' , in which the students practice being diners (with reservations) and check in with their hostess who has a wait staff person pull out chairs to seat the couple. They take drink orders and serve the main meal (from the left) and clean up (from the right). The customers leave a tip (coupon they earned for good behavior) and pay the cashier (coupon earned for in class good behavior) on the way out. The table is set properly and good etiquette is used with proper conversations.

In Business Keyboarding class, students explore current topics in the class reading activities and prepare a portfolio of their best work done in her class. They research and write reports about current business figures and spend a week at the end of the year in a career expo, where adults from varied careers come and explain their professions and answer questions for the students.

In our Engineering classes, students study engineering and problem solving in our Lakeside Engineering Academy. The class is a true STEAM class combining elements of Science, Technology, Engineering, Art, and Math to explore and solve relevant, real world problems.

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

All eighth grade students complete a career exploration unit using Choices in their social studies classes. As part of the unit, each completes a personalized career and education plan using ePEP through FACTS.org.

Lakeside Junior High also offers an Elective Expo for students and parents to come and explore the different elective options available at the school.

Strategies for improving student readiness for the public postsecondary level

N/A

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	78%	69%	No	80%
American Indian				
Asian	88%	74%	No	89%
Black/African American	59%	53%	No	63%
Hispanic	64%	64%	Yes	68%
White	80%	72%	No	82%
English language learners				
Students with disabilities	55%	41%	No	60%
Economically disadvantaged	65%	53%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	233	28%	34%
Students scoring at or above Achievement Level 4	327	40%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	461	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	25	20%	30%

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	241	60%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	78%	No	82%
American Indian				
Asian	93%	79%	No	94%
Black/African American	60%	56%	No	64%
Hispanic	72%	73%	Yes	75%
White	83%	82%	No	85%
English language learners				
Students with disabilities	56%	52%	No	60%
Economically disadvantaged	68%	61%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	28%	31%
Students scoring at or above Achievement Level 4	404	49%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	425	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	23%	28%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	133	100%	100%
Middle school performance on high school EOC and industry certifications	133	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		4%
Students scoring at or above Achievement Level 4	110	95%	96%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	17	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	36	4%	3%

Goals Summary

- G1.** Implement research-based strategy of writing across the curriculum in all subject areas.
- G2.** Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.
- G3.** Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.

Goals Detail

G1. Implement research-based strategy of writing across the curriculum in all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, 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 Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- DBQ projects
- Meeting Agendas
- Clay Writes results
- classroom visuals
- FCAT Test Maker Pro reports
- FCAT Test Maker Pro scantrons

Targeted Barriers to Achieving the Goal

- Teacher training
- Time for Data Analysis
- Implementation of Writing Absolutes campus wide

Plan to Monitor Progress Toward the Goal

Writing across the curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Clay Writes, School-Wide Writing Samples, FCAT Writes 2.0

G2. Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Apperson Advantage 1200 scanner
- Apperson Advantage 1200 scantrons
- PD for faculty on using data reports

Targeted Barriers to Achieving the Goal

- Time to analyze data
- Availability of data

Plan to Monitor Progress Toward the Goal

Data Analysis

Person or Persons Responsible

Administrators

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Data reports, 2013 FCAT 2.0 scores, Meeting minutes

G3. Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- School-wide Science Projects
- Weekly hands-on labs
- Calculators
- Reading materials

Targeted Barriers to Achieving the Goal

- Opportunities to implement problem solving methods
- Availability of Lab equipment
- Opportunities to use calculators
- Opportunities to read a variety of texts
- Maintain a positive campus environment

Plan to Monitor Progress Toward the Goal

Learning experiences utilizing a variety of instructional strategies and resources

Person or Persons Responsible

Classroom teachers, Department chairs, Administrators

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Lesson plans, administrator walk throughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implement research-based strategy of writing across the curriculum in all subject areas.

G1.B1 Teacher training

G1.B1.S1 Professional development on writing opportunities through Professional Learning Communities and Gator University.

Action Step 1

PLC

Person or Persons Responsible

School Administrators and the Professional Development Team

Target Dates or Schedule

Monthly through Gator University

Evidence of Completion

Sign-in Logs, Teacher Follow-up

Facilitator:

Rex Knight

Participants:

LJH Faculty

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

PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk Throughs

Plan to Monitor Effectiveness of G1.B1.S1

PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples

G1.B1.S2 Professional development on grading writing quickly and efficiently through Professional Learning Communities and Gator University

Action Step 1

PD on grading student writing

Person or Persons Responsible

Classroom teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Meeting agendas, Student writing samples

Facilitator:

Rex Knight

Participants:

Classroom teachers

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

PD Meeting on grading student writing

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

PD Meeting sign in sheets

Plan to Monitor Effectiveness of G1.B1.S2

PD Meeting on grading student writing

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Student writing samples with teacher feedback

G1.B2 Time for Data Analysis

G1.B2.S1 LJH teachers will meet after each assessment to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department and for teams.

Action Step 1

Data Analysis Meetings

Person or Persons Responsible

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports, Meeting Agendas

Facilitator:

Rex Knight

Participants:

Teachers

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

Data Analysis Meetings

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Data reports, Meeting agendas

Plan to Monitor Effectiveness of G1.B2.S1

Data Analysis Meetings

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Data reports, Meeting agendas

G1.B3 Implementation of Writing Absolutes campus wide

G1.B3.S1 Continued use of LJHS Writing Absolutes in all core content areas with an emphasis on using response type 3 (Extensive Response Paragraph) on a quarterly basis.

Action Step 1

Implementation of Writing Absolutes

Person or Persons Responsible

Classroom teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, classroom visuals, Clay Writes results

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

Implementation of LJHS Writing Absolutes

Person or Persons Responsible

Classroom teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, classroom visuals, Clay Writes results

Plan to Monitor Effectiveness of G1.B3.S1

Implementation of LJHS Writing Absolutes

Person or Persons Responsible

Classroom teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, Lesson assessments, Clay Writes results, Classroom walk throughs

G2. Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.

G2.B1 Time to analyze data

G2.B1.S1 LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro data. This data will be used to drive lesson planning for students and curriculum decisions for the department and teams.

Action Step 1

Data Analysis Meetings

Person or Persons Responsible

LJH teachers, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agendas, Data reports

Facilitator:

Rex Knight

Participants:

LJH teachers

Action Step 2

Data Reporting Training

Person or Persons Responsible

LJH teachers

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Data reports, scantrons

Facilitator:

Lillian Fehrs

Participants:

LJH teachers

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

Data Analysis Meetings

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agendas, Sign in sheets

Plan to Monitor Effectiveness of G2.B1.S1

Data Analysis

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Sign in sheets, Data reports, 2013 FCAT 2.0 scores, Lesson plans, Meeting minutes

G2.B2 Availability of data

G2.B2.S1 Teachers will assess student progress using FCAT Test Maker Pro.

Action Step 1

Teachers will assess student progress using FCAT Test Maker Pro.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Apperson Advantage 1200 scantrons, data reports

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

Teachers will assess student progress using FCAT Test Maker Pro.

Person or Persons Responsible

Department Heads, Administrators

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Apperson Advantage 1200 scantrons, data reports

Plan to Monitor Effectiveness of G2.B2.S1

FCAT Test Maker Pro reports

Person or Persons Responsible

Department Heads, Administrators

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Apperson Advantage 1200 scantrons, data reports

G3. Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.

G3.B1 Opportunities to implement problem solving methods

G3.B1.S1 Each student will identify a problem related to Science, design an experiment, carry out the experiment, and draw conclusions. This long term project will require students to implement the steps of the scientific method as well as conduct research, analyze data, construct graphs, and draw conclusions based on their observations.

Action Step 1

Grade school-wide Science Projects

Person or Persons Responsible

Science teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Science projects, lesson plans, grading rubrics

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

School-wide Science Projects

Person or Persons Responsible

Science department chairs, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Science projects, lesson plans, grading rubrics

Plan to Monitor Effectiveness of G3.B1.S1

School-wide Science Projects

Person or Persons Responsible

Science department chairs, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Science projects, lesson plans, grading rubrics

G3.B2 Availability of Lab equipment

G3.B2.S1 Utilize hands-on lab experiments and activities once per week in all science classes applying the steps of the scientific method.

Action Step 1

Weekly hands-on lab experiments

Person or Persons Responsible

Science department chair, Science teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, lab reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Weekly hands-on lab experiments

Person or Persons Responsible

Science department chairs, Science teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, lab reports

Plan to Monitor Effectiveness of G3.B2.S1

Weekly hands-on lab experiments

Person or Persons Responsible

Science department chairs, Science teachers, Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, lab reports

G3.B3 Opportunities to use calculators

G3.B3.S1 Math teachers will have students use calculators weekly so students will be comfortable using them before FCAT testing.

Action Step 1

Implement calculator usage

Person or Persons Responsible

Math teachers, Math department heads

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, classroom walk throughs

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Implement calculator usage

Person or Persons Responsible

Math teachers, Math department heads

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, administrator walk throughs

Plan to Monitor Effectiveness of G3.B3.S1

Implement calculator usage

Person or Persons Responsible

Math teachers, Math department chair

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans, administrator walk throughs

G3.B4 Opportunities to read a variety of texts

G3.B4.S1 The faculty will implement a book club to increase recreational reading on campus. The book club will meet weekly to discuss books read.

Action Step 1

Book club meetings to increase recreational reading on campus

Person or Persons Responsible

Ilona Tabet, Andrea Barber

Target Dates or Schedule

Weekly, 2013-2014 school year

Evidence of Completion

Club participation cards

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Book club meetings to increase recreational reading on campus

Person or Persons Responsible

Ilona Tabet, Andrea Barber

Target Dates or Schedule

Weekly, 2013-2014 school year

Evidence of Completion

Club participation cards

Plan to Monitor Effectiveness of G3.B4.S1

Book club meetings to increase recreational reading on campus

Person or Persons Responsible

Ilona Tabet, Andrea Barber

Target Dates or Schedule

Weekly, 2013-2014 school year

Evidence of Completion

Club participation cards

G3.B5 Maintain a positive campus environment

G3.B5.S1 Implement an online anti-bullying software program on the school's website.

Action Step 1

Implement an online anti-bullying software program on the school's website.

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 ongoing

Evidence of Completion

Brim Anti-Bullying Software Report

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Implement an online anti-bullying software program on the school's website.

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 ongoing

Evidence of Completion

Brim Anti-Bullying Software Report

Plan to Monitor Effectiveness of G3.B5.S1

Implement an online anti-bullying software program on the school's website.

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 ongoing

Evidence of Completion

Brim Anti-Bullying Software Report

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. Implement research-based strategy of writing across the curriculum in all subject areas.

G1.B1 Teacher training

G1.B1.S1 Professional development on writing opportunities through Professional Learning Communities and Gator University.

PD Opportunity 1

PLC

Facilitator

Rex Knight

Participants

LJH Faculty

Target Dates or Schedule

Monthly through Gator University

Evidence of Completion

Sign-in Logs, Teacher Follow-up

G1.B1.S2 Professional development on grading writing quickly and efficiently through Professional Learning Communities and Gator University

PD Opportunity 1

PD on grading student writing

Facilitator

Rex Knight

Participants

Classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Meeting agendas, Student writing samples

G1.B2 Time for Data Analysis

G1.B2.S1 LJH teachers will meet after each assessment to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department and for teams.

PD Opportunity 1

Data Analysis Meetings

Facilitator

Rex Knight

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports, Meeting Agendas

G2. Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.

G2.B1 Time to analyze data

G2.B1.S1 LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro data. This data will be used to drive lesson planning for students and curriculum decisions for the department and teams.

PD Opportunity 1

Data Analysis Meetings

Facilitator

Rex Knight

Participants

LJH teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agendas, Data reports

PD Opportunity 2

Data Reporting Training

Facilitator

Lillian Fehrs

Participants

LJH teachers

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Data reports, scantrons

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Implement research-based strategy of writing across the curriculum in all subject areas.	\$4,036
G2.	Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	\$100
G3.	Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	\$2,650
Total		\$6,786

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program	Professional Development
Total	\$6,786	\$5,250	\$1,536
SAC Funds 0100.5100.0510.0351.1183	\$2,500	\$2,500	
SAC Funds 0100.5100.0510.0351.1182	\$1,536	\$1,536	
SAC Funds 0100.5100.0510.0351.1183	\$1,150	\$1,150	
SAC Funds 0100.5100.0510.0351.1182	\$1,600	\$1,600	

Budget Details

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

G1. Implement research-based strategy of writing across the curriculum in all subject areas.

G1.B1 Teacher training

G1.B1.S2 Professional development on grading writing quickly and efficiently through Professional Learning Communities and Gator University

Action Step 1

PD on grading student writing

Resource Type

Professional Development

Resource

Professional Development books - First Days of School by Wong and Focus: Elevating the Essentials to Radically Improve Student Learning by Schmoker

Funding Source

SAC Funds 0100.5100.0510.0351.1182

Amount Needed

\$1,536

G1.B2 Time for Data Analysis

G1.B2.S1 LJH teachers will meet after each assessment to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department and for teams.

Action Step 1

Data Analysis Meetings

Resource Type

Evidence-Based Program

Resource

Classroom substitutes to allow teachers time to meet to analyze student data reports

Funding Source

SAC Funds 0100.5100.0510.0351.1183

Amount Needed

\$2,500

G2. Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.

G2.B2 Availability of data

G2.B2.S1 Teachers will assess student progress using FCAT Test Maker Pro.

Action Step 1

Teachers will assess student progress using FCAT Test Maker Pro.

Resource Type

Evidence-Based Program

Resource

Apperson Advantage 1200 scantrons

Funding Source

SAC Funds 0100.5100.0510.0351.1182

Amount Needed

\$100

G3. Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.

G3.B1 Opportunities to implement problem solving methods

G3.B1.S1 Each student will identify a problem related to Science, design an experiment, carry out the experiment, and draw conclusions. This long term project will require students to implement the steps of the scientific method as well as conduct research, analyze data, construct graphs, and draw conclusions based on their observations.

Action Step 1

Grade school-wide Science Projects

Resource Type

Evidence-Based Program

Resource

Classroom substitutes to allow teachers time to grade school-wide science projects

Funding Source

SAC Funds 0100.5100.0510.0351.1182

Amount Needed

\$1,000

G3.B2 Availability of Lab equipment

G3.B2.S1 Utilize hands-on lab experiments and activities once per week in all science classes applying the steps of the scientific method.

Action Step 1

Weekly hands-on lab experiments

Resource Type

Evidence-Based Program

Resource

Lab equipment

Funding Source

SAC Funds 0100.5100.0510.0351.1182

Amount Needed

\$500

G3.B3 Opportunities to use calculators

G3.B3.S1 Math teachers will have students use calculators weekly so students will be comfortable using them before FCAT testing.

Action Step 1

Implement calculator usage

Resource Type

Evidence-Based Program

Resource

Calculators

Funding Source

SAC Funds 0100.5100.0510.0351.1183

Amount Needed

\$500

G3.B4 Opportunities to read a variety of texts

G3.B4.S1 The faculty will implement a book club to increase recreational reading on campus. The book club will meet weekly to discuss books read.

Action Step 1

Book club meetings to increase recreational reading on campus

Resource Type

Evidence-Based Program

Resource

Books

Funding Source

SAC Funds 0100.5100.0510.0351.1183

Amount Needed

\$250

G3.B5 Maintain a positive campus environment

G3.B5.S1 Implement an online anti-bullying software program on the school's website.

Action Step 1

Implement an online anti-bullying software program on the school's website.

Resource Type

Evidence-Based Program

Resource

Brim Anti-Bullying software license

Funding Source

SAC Funds 0100.5100.0510.0351.1183

Amount Needed

\$400