



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

J. E. B. Stuart Middle School

4815 WESCONNETT BLVD

Jacksonville, FL 32210

904-573-1000

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

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
71%

Alternative/ESE Center
No

Charter School
No

Minority Rate
78%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
C

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
Part III: Coordination and Integration	51
Appendix 1: Professional Development Plan to Support Goals	52
Appendix 2: Budget to Support Goals	55

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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

J. E. B. Stuart Middle School

Principal

Andrew Lorentz

School Advisory Council chair

Phylis Batts & Amelia Knickerbocker (Co-Chairs)

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

Name	Title
Andrew G. Lorentz	Principal
Kenyannya K. Wilcox-Fields	Assistant Principal
Dianne Rahn	Assistant Principal
Richard D. Grooms	Dean of Students
Gregory Sampson	Mathematics Coach
Laura R. Makouske	Reading Coach
Michaela Dougherty	Testing Chairperson
Cassandra Barlow	ISSP Coordinator

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

SAC is made up of school personnel (including the principal, assistant principal's, and teachers), parents, and school business partners. There are a variety of races and each sex is represented as well.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

At this time the SAC does not have any planned activities. SAC involvement at JEB Stuart has been very limited in the past. At the opening of school SAC meeting members were encouraged to develop ideas on how to be more involved with what is going on in the school

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

SAC has not discussed this topic at this time, as they do not know how much money is available to them.

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

Not In Compliance

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

Current SAC members are working with the DCPS SAC organization to ensure that our SAC is in compliance.

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:

Andrew Lorentz

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Degrees:

Bachelors in History

Masters in Social Studies Secondary Education

Masters in Educational Leadership

Certifications:

Social Studies 6-12

Educational Leadership (All Levels)

School Principal (All Levels)

Performance Record

C.I.S. Julia Landon College Prep.

School Grade A (2010)

A.P. LaVilla School of the Arts

School Grades A, A, A (2011-2013)

Dianne Rahn		
Asst Principal	Years as Administrator: 6	Years at Current School: 5
Credentials	Masters Degree in Educational Leadership	
Performance Record	A.P. J.E.B. Stuart Middle School School Grades C, C, C, C, C, (2008-2013)	

Kenyannya Wilcox-Fields		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Masters Degree in Educational Leadership	
Performance Record	A.P. J.E.B. Stuart Middle School School Grades C (2013)	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Gregory Sampson		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6
Areas	Mathematics	
Credentials	Mathematics 5 - 9 Mathematics 6 - 12	
Performance Record	2012-2013 School Grade C: Math--3 and above, 39%; Learning Gains, 65%; BQ Learning Gains, 69%. 2011-2012 School Grade C: Math--3 and above, 31%; Learning Gains, 55%; BQ Learning Gains, 61%.	

Laura Makouske		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	English 6-12 Middle Level Integrated Curriculum 5-9 Reading Endorsement	
Performance Record	First Year Coach	

Classroom Teachers**# of classroom teachers**

54

receiving effective rating or higher

51, 94%

Highly Qualified Teachers

100%

certified in-field

47, 87%

ESOL endorsed

5, 9%

reading endorsed

7, 13%

with advanced degrees

20, 37%

National Board Certified

0, 0%

first-year teachers

6, 11%

with 1-5 years of experience

11, 20%

with 6-14 years of experience

23, 43%

with 15 or more years of experience

14, 26%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

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

0

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

- 1.) Principal and administrative staff (including PDF) will monitor new teachers via MINT, new teachers' program, and classroom observations.
- 2.) PDF and coaches will assist in pairing new teachers with mentor teachers to receive support with instruction and classroom management.
- 3.) Principal will imbed common planning time within the master schedule to foster collaboration in grade level and department-wide PLC's.

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

A mentor is selected based on number of years of teaching experience, evidence of their instruction impacting student achievement positively, and experiences in other leadership roles (department chair, grade level chair, involvement in other school-based committees and Action Teams). All twelve current mentees are new to the profession, middle-level, or content area (including two Teach for America instructors). Planned mentoring activities include monthly MINT meetings to discuss content-specific best practices, as well as classroom management strategies.

Mentor Mentee

- S. Mann S. Coulibaly, L. Coleman
- D. Smith A. Collier
- S. King J. Bartley
- S. Smalls E. Rogers
- G. Sampson J. Stabile
- R. Grooms M. Anders
- D. Peterson S. Robichaux
- Y. Fields A. Clark
- G. Bradley N. Guin
- A. Gregory L. Hill
- D. Royal P. Porter
- B. Taylor L. Kowkabany

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

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

The Rtl (MTSS) team meets monthly to discuss:

- 1.) current and past data that is directly linked to decisions about instruction.
- 2.) current progress-monitoring that is more department, classroom, and/or individually specific to help identify students who are of high risk of inefficiency (academically and/or behaviorally).

Implementation and Monitoring:

- 1.) Provide a common vision for the implementation of data-driven decision-making, multi-tiered intervention support, documentation requirements, professional development, communication with parents, teachers, and staff members as needed.
- 2.) Provide quality service and professional expertise on both school-wide and individually-based issues, such as program design, assessment, and the linking of community agencies and programs to families in

need of additional support to positively impact a student's academic, emotional, behavioral, and social success.

3.) Provide consultation and feedback to all teachers and staff.

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

Dorothy Peterson & Sarah Robichaux, Guidance Counselors

Laura Makouske, Literacy Coach

Rachel Juchniewicz, ELA teacher

Shirley Williams, Reading Interventionist

Gregory Sampson, Math Coach

Timothy Graham, Math teacher

TBD, Math Interventionist

Shaneka Smalls, Science teacher

Chris Fowler, Social Studies Teacher

Alexandria Gregory (Chair), Reading and Transitions

Sandra King, ESE support facilitator

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

1.) Leadership team will offer appropriate and prompt follow-up for submitted MTSS referrals.

2.) MTSS data sources and management systems are consulted and reviewed regularly.

3.) Reference SIP as a working document; ensure instructional strategies align with the pre-determined academic goals.

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

Baseline data: Pearson Insight and Inform, Curriculum Guide Assessments (baseline and quarterly), IOWA-E Reading and Vocabulary assessments, teacher-made baselines and posttests, iReady, district writing prompts, Diagnostic Assessment of Reading (DAR), 2013 Florida Comprehensive Assessment Test (FCAT 2.0), Genesis report for absenteeism, behavior referrals, Dean's report (ISSP, etc.)

Mid-year: Quarterly Curriculum Guide Assessments, DAR, Genesis report for absenteeism, behavior referrals, Dean's report

End of year: CGA's, FCAT 2.0, Genesis, referrals, Dean's report

Ongoing progress monitoring: Insight and Inform, DAR, teacher-made baseline and posttests

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

The department chairs, instructional coaches, and administrators will provide support when identifying, collaborating, diagnosing, and following through with a specific intervention.

The process for identifying and referring an individual or an issue to the RtI team will be communicated to teachers.

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:** 18,900

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

- 1.) Daily and weekly student attendance reports
- 2.) Submitted work and academic progress reports (OnCourse)
- 3.) Student participation in organized activities and study sessions

Who is responsible for monitoring implementation of this strategy?

- Team Up facilitators
- Administrative Team

Strategy: Extended Day for All Students

Minutes added to school year:

Achievers for Life (AFL): United Way's Achievers for Life is a community initiative focused on dropout prevention, targeting 6th grade students who are at risk for academic failure. Components include quality mentoring and counseling for students, family support services, as well as parent training to help principals increase families' engagement at school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

- 1.) Daily and weekly student attendance reports
- 2.) Submitted work and academic progress reports (OnCourse)
- 3.) Student participation in organized activities and study sessions
- 4.) Referral data

Who is responsible for monitoring implementation of this strategy?

Administrative Team
 AFL coordinators
 United Way representative(s)

Literacy Leadership Team (LLT)

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

Name	Title
Dianne Rahn	Assistant Principal
Laura Makouske	Literacy Coach
Rachel Juchniewicz	ELA / Reading teacher
Shirley Williams	ELA / Reading Teacher; Reading Interventionist (RtI)
Dorothy Peterson	Guidance counselor

How the school-based LLT functions

1. Conduct regular meetings to discuss school-wide initiatives to promote lifelong literacy
2. Provide staff members with training to enhance skills and knowledge of how to implement effective reading strategies into their classrooms.
3. Provide staff with the strategies needed to select and incorporate appropriate, high-interest literature in the classrooms.

Major initiatives of the LLT

1. Promote literacy with student-selected novels through Scholastic Book Clubs, Celebrate Literacy Week, and Just Read, Florida (FLDOE literacy initiative).

2. Improve student performance in all AMO subgroups and grade levels by implementing effective and applicable reading strategies that can be useful to teachers across the curriculum. Including the Implementation of CRISS and CAR-PD reading strategies, as well as a monthly reading strategy as outlined by the FLDOE initiative, "Just Read, FL" and/or local initiative, "Read it Forward, Jax."

Every Teacher Contributes to Reading Instruction

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

All academic teachers have the responsibility of teaching reading and exposing students to a variety of appropriate, high-interest text. To ensure teachers have practice with implementing reading strategies, regular Academic Enrichment sessions will take place during teachers' planning periods. These sessions will be facilitated by members of the Literacy Leadership Team, primarily the reading coach. All academic departments will create a reading focus calendar for their content areas, and reading strategies will be utilized in the classrooms. Materials, training, and support facilitation will be provided by the coach. Relevant data will be collected by the coach, and then reported to the academic teachers - in conjunction with the aligned CRISS and Just Read, FL strategies.

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	49%	38%	No	54%
American Indian				
Asian	58%	50%	No	63%
Black/African American	43%	34%	No	48%
Hispanic	57%	20%	No	61%
White	58%	31%	No	62%
English language learners	47%	0%	No	52%
Students with disabilities	30%	14%	No	37%
Economically disadvantaged	48%	36%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	154	18%	28%
Students scoring at or above Achievement Level 4	92	10%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	534	61%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	152	69%	79%

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]		1%
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]		1%
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]		1%

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	464	53%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	47%	39%	No	52%
American Indian				
Asian	58%	46%	No	63%
Black/African American	42%	31%	No	48%
Hispanic	56%	39%	No	60%
White	53%	44%	No	57%
English language learners	41%	33%	No	47%
Students with disabilities	34%	16%	No	41%
Economically disadvantaged	46%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	228	27%	32%
Students scoring at or above Achievement Level 4	81	10%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	550	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	146	69%	74%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	132	98%	98%
Middle school performance on high school EOC and industry certifications	102	78%	86%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	44%	54%
Students scoring at or above Achievement Level 4	42	32%	42%

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>		55%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	14%	24%
Students scoring at or above Achievement Level 4	33	12%	24%

Florida Alternate Assessment (FAA)

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

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)	2		4
Participation in STEM-related experiences provided for students	0	12%	25%

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	100	12%	9%
Students who fail a mathematics course	30	3%	1%
Students who fail an English Language Arts course	28	3%	1%
Students who fail two or more courses in any subject	30	3%	1%
Students who receive two or more behavior referrals	46	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	135	15%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The previous two school years (2011-12, 2012-13) have seen approximately 10%-30% of regular parent involvement in Open House, SAC meetings, PTA meetings, and other school-sponsored functions. Targets for this year include maintaining consistent communication with parents through personal phone calls, the school website, and OnCourse grade portal. Suggestions for improving parent involvement include improved advertisement of PTS and SAC meetings, where student and faculty presentations can encourage higher parent participation. We will also encourage participation in the district's initiative, The Parent Academy, where topics such as student achievement, parenting and advocacy, and personal and individual growth are discussed.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve parent involvement in district and school-sponsored functions	175	20%	50%

Area 10: Additional Targets

Additional targets for the school

School Safety Goal -

J.E.B. Stuart Middle School is an open air campus that has 12 separate buildings. There is no perimeter fence surrounding the front of the school making our campus easily accessible to the public at large. This also makes it easier for students to leave campus unseen by adults. In an effort to make our campus safer and more secure administration, and school security are regularly patrolling the breezeway of the campus with one security personnel member always posted near the front of the school. Additionally, a 6 foot fence is to be installed around the front perimeter of the school to assist in securing our perimeter.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To decrease the number of behavioral referrals related to off campus skipping by 50% during the 2013-2014 school year.	28	1.0%	.5%

Goals Summary

- G1.** Through continued and improved instruction in Creative Writing, ELA, and Enrichment courses, students will learn a variety of writing techniques to help improve both expository and persuasive writing.
- G2.** Through improved instruction all academic core courses, students will read a variety of texts, with specific attention to increased rigor, text complexity, and high-interest topics. Texts included in Curriculum Guides will be utilized.
- G3.** Instructional support will be provided to ELL students in all grade levels.
- G4.** Teachers will use instructional methods and outreach strategies to maintain and improve mastery of mathematical standards, with a focus on the AMO subgroups of African-Americans and Economically Disadvantaged.
- G5.** To increase student knowledge of the scientific process through the Nature of Science by increasing student participation in the science fair.
- G6.** JEB Stuart Middle School will decrease the total number of suspensions by 10% to 736 (in and out of school), representing 466 students.

Goals Detail

G1. Through continued and improved instruction in Creative Writing, ELA, and Enrichment courses, students will learn a variety of writing techniques to help improve both expository and persuasive writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Baseline Pre-CAST and District Timed Writing assessments
- Student writing samples for teacher-created prompts and assignments
- Student portfolios demonstrating evidence of the writing process

Targeted Barriers to Achieving the Goal

- All students are not demonstrating an improved proficiency in their writing skills
- Students' lack of understanding and application of the basic conventions of writing

Plan to Monitor Progress Toward the Goal

Determine if student writing samples are showing increased improvement through reaching 70% proficiency at or above Achievement Level 3.5

Person or Persons Responsible

Creative Writing and ELA teachers

Target Dates or Schedule:

Weekly meetings and data chats with Grade-level SLC's Weekly meetings and data chats Department PLC's

Evidence of Completion:

1. Student portfolios containing collections of student work
2. DTW data via WriteScore and Inform
3. Overall improvement in academic performance

G2. Through improved instruction all academic core courses, students will read a variety of texts, with specific attention to increased rigor, text complexity, and high-interest topics. Texts included in Curriculum Guides will be utilized.

Targets Supported

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

Resources Available to Support the Goal

- Instructional materials: ELA textbooks and supplementary workbooks, SRA Corrective Reading materials and Teacher Edition software, Curriculum Guide novels
- Double-blocking of all students in ELA and Enrichment, regardless of FCAT placement.
- Additional support provided by ESE facilitators to students performing at SRA Placement Test Level A (requires the most intensive remediation and enrichment)

Targeted Barriers to Achieving the Goal

- Student engagement: overall complacency and lack of motivation, poor behavior and participation
- Poor and/or inconsistent student attendance

Plan to Monitor Progress Toward the Goal

Utilization of support systems in place to improve student attendance

Person or Persons Responsible

Administration Dean Office Staff Teachers

Target Dates or Schedule:

Ongoing throughout school year Attendance records of repeat offenders to be shared on Teacher Planning Day, Oct. 21st

Evidence of Completion:

Attendance records via OnCourse and Genesis Participation in extended learning opportunities that promote attendance (Team Up, AFL) Referral data Student academic performance

G3. Instructional support will be provided to ELL students in all grade levels.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing

Resources Available to Support the Goal

- District support from ESOL office
- Individual Education Plans
- Additional support from classroom teachers and ESE facilitators

Targeted Barriers to Achieving the Goal

- Teachers are not aware of students' specific needs and/or are unsure of how to offer additional support within the classroom

Plan to Monitor Progress Toward the Goal

Implementation of effective strategies and support to assist ELL students

Person or Persons Responsible

Teachers, administration, coaches, ESOL district specialists

Target Dates or Schedule:

Quarterly - by October 18th Frequent PLC common planning Weekly administrative and coaches' meetings, as needed

Evidence of Completion:

Student performance (academic and behavior) CAST Assessment data

G4. Teachers will use instructional methods and outreach strategies to maintain and improve mastery of mathematical standards, with a focus on the AMO subgroups of African-Americans and Economically Disadvantaged.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- iReady diagnostic test & intervention materials for Rtl
- Reflex on-line program to build math fluency
- Carnegie enrichment course
- Math Coach
- Support Facilitators for ESE students
- Interpreter at school for Spanish-speaking students
- Team-Up after-school program
- Inform/Insight data management system
- CGAs and CGs
- Achievers for Life (Communities in Schools)

Targeted Barriers to Achieving the Goal

- Parents lack the knowledge, strategies, and/or skills to support Home Learning.
- Inexperienced teachers learning the Gradual Release of Responsibility Method
- Shift in instructional paradigm for all teachers from the workshop model to establishing learning centers and student rotations
- Teachers adapting to the change in Higher Order Thinking skills in the Bloom's Taxonomy to Webb's Depth of Knowledge model

Plan to Monitor Progress Toward the Goal

Analysis of CGA baseline and CGA quarter results by AMO subgroups and overall

Person or Persons Responsible

Math Teachers, Math Coach, Administration

Target Dates or Schedule:

Two weeks following the close of each quarter

Evidence of Completion:

CGA scores, analysis spreadsheets

G5. To increase student knowledge of the scientific process through the Nature of Science by increasing student participation in the science fair.

Targets Supported

- Science - Middle School
- STEM - All Levels

Resources Available to Support the Goal

- Teacher tutoring
- Team-Up
- Outside content professional (speakers)
- Interactive/engaging activities
- Science related field trips
- Principal and Professional Learning Community support a mandatory science fair project for all students.

Targeted Barriers to Achieving the Goal

- Materials needed to create and/or complete activities
- Financial resources
- Parental participation
- Student attendance

Plan to Monitor Progress Toward the Goal

Write letters and/or grants, recruit parents of students to encourage employers to sponsor class

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule:

Entire school year with quarterly check ins

Evidence of Completion:

Meeting minutes and/or business partner contract(s)

G6. JEB Stuart Middle School will decrease the total number of suspensions by 10% to 736 (in and out of school), representing 466 students.

Targets Supported

Resources Available to Support the Goal

- "Bully Free" curriculum used in ISSP and in-school assemblies.
- Restorative Justice Program.
- Teen Court.

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of consistent behavior expectations school-wide.
- Referrals increase during the time frame of an approaching holiday and on Fridays.

Plan to Monitor Progress Toward the Goal

Positive Behavior Intervention Strategies.

Person or Persons Responsible

Assistant Principals, Dean and ISSP Coordinator

Target Dates or Schedule:

Daily

Evidence of Completion:

Reduced referrals from teachers and increase parental involvement in student interventions.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Through continued and improved instruction in Creative Writing, ELA, and Enrichment courses, students will learn a variety of writing techniques to help improve both expository and persuasive writing.

G1.B1 All students are not demonstrating an improved proficiency in their writing skills

G1.B1.S1 Continue to implement writing instruction at all grade levels in ELA. Incorporate daily writing, both academic and reflective, into Enrichment I, II, and III courses.

Action Step 1

Increase rigor of writing techniques through a variety of writing styles and genres.

Person or Persons Responsible

ELA and Enrichment teachers

Target Dates or Schedule

On-going class instruction

Evidence of Completion

1. Use of graphic organizers to help illustrate proper formatting of a sentence, paragraph, and a complete essay
2. Consistency in demonstrated improvements in both persuasive and expository DTW data

Action Step 2

Implement regular writing instruction into ELA and Enrichment courses.

Person or Persons Responsible

ELA and Enrichment teachers

Target Dates or Schedule

On-going class instruction

Evidence of Completion

1. District Timed Writing assessment data (per Inform and Write Score)
2. Samples of student work via student portfolios
3. Daily written assignments as assigned by teacher
4. Frequent skills checks through exit slips and other forms of closing assignments

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

Evidence of improved students writing

Person or Persons Responsible

Reading coach, administrative team

Target Dates or Schedule

ongoing throughout school year

Evidence of Completion

Classroom observations and walkthroughs Student writing samples included in portfolios D.T.W scores per Insight/Inform and WriteScore

Plan to Monitor Effectiveness of G1.B1.S1

Evidence of improved students writing

Person or Persons Responsible

Creative Writing, ELA, and Enrichment teachers

Target Dates or Schedule

ongoing through school year

Evidence of Completion

Samples of student work and DTW (WriteScore) assessments, FCAT Writes data for 2013-14

G1.B2 Students' lack of understanding and application of the basic conventions of writing

G1.B2.S1 Provide multiple examples of exemplary student and teacher writing samples that showcase the use of proper writing conventions.

Action Step 1

Provide copies of student and teacher writing samples that showcase the use of proper writing conventions.

Person or Persons Responsible

Creative Writing teachers

Target Dates or Schedule

Ongoing throughout school year

Evidence of Completion

Completion and accuracy of assignments aligned with warm ups, focus lessons, essays, and other written products. District Timed Writing assessments

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

Incorporation of samples of exemplary writing into daily warm ups, focus lessons, and gradual release model of instruction

Person or Persons Responsible

Reading coach, administrative team

Target Dates or Schedule

8th grade Creative Writing common planning and other PLC / SLC work Weekly Coach's meetings

Evidence of Completion

District Timed Writing essays Data reports via Insight/Inform and WriteScore Classroom observations and walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

Incorporation of samples of exemplary writing into daily warm ups, focus lessons, and gradual release model of instruction

Person or Persons Responsible

Creative Writing teacher, Reading coach, administration

Target Dates or Schedule

8th grade Creative Writing common planning and other PLC / SLC work Weekly Coach's meetings

Evidence of Completion

District Timed Writing essays Data reports via Insight/Inform and WriteScore Completed writing samples within student portfolios

G2. Through improved instruction all academic core courses, students will read a variety of texts, with specific attention to increased rigor, text complexity, and high-interest topics. Texts included in Curriculum Guides will be utilized.

G2.B1 Student engagement: overall complacency and lack of motivation, poor behavior and participation

G2.B1.S1 Implement instructional lessons that promote student engagement and encourage participation.

Action Step 1

Teachers will create lessons that are engaging, therefore improving student motivation, participation, and overall behavior.

Person or Persons Responsible

ELA and Reading Enrichment teachers, Reading Coach

Target Dates or Schedule

Bi-weekly, per regular walk-throughs and observations.

Evidence of Completion

Classroom observations and walk-throughs Data reporting behavioral infractions (referrals, documented time outs, phone calls home, and other documented consequences) OnCourse and Grade Portal Student work

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

Improved student engagement (motivation, participation, and behavior)

Person or Persons Responsible

Reading Coach Administration Members of Literacy Leadership Team

Target Dates or Schedule

Weekly common-planning meetings within grade level PLC's Weekly coach's meetings Bi-weekly Instructional Leadership Team meetings Informal debriefs and conferences, as needed

Evidence of Completion

Classroom observations and walkthroughs CAST evaluations Assessment Data Referral data (including other sources of data indicating behavioral infractions) Attendance records Student academic performance records (OnCourse)

Plan to Monitor Effectiveness of G2.B1.S1

Increased student engagement through engaging lessons

Person or Persons Responsible

ELA teachers Reading teachers Reading Coach Administrative team Literacy Leadership Team

Target Dates or Schedule

Weekly common planning within grade level and whole department PLC's Frequent conferences between teachers and coach (through implementation of the coaching cycle) Daily reflection of effectiveness of lesson plans

Evidence of Completion

Assessment Data Referral data (including other sources of data indicating behavioral infractions) Attendance records Student academic performance records (OnCourse) Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency)

G2.B2 Poor and/or inconsistent student attendance

G2.B2.S1 Consistent tracking of student absences, including consequences for poor attendance and recognition of satisfactory attendance.

Action Step 1

Administrative team, teachers, and staff will consistently and accurately document students' attendance records. Parent contact will occur after 3 absences. Referrals to Dean's office and/or guidance office will be implemented as needed. Participation in Achievers for Life, Team Up, and other extended learning programs that promote satisfactory attendance will be encouraged.

Person or Persons Responsible

Administration Teachers Staff

Target Dates or Schedule

Ongoing throughout school year; daily

Evidence of Completion

Attendance records via Genesis and OnCourse

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

Attendance tracking for encouraging and rewarding satisfactory attendance

Person or Persons Responsible

Administration, Dean, office staff

Target Dates or Schedule

Ongoing, as daily and weekly attendance records are updated

Evidence of Completion

Attendance records via Genesis and OnCourse

Plan to Monitor Effectiveness of G2.B2.S1

Attendance tracking for encouraging and rewarding satisfactory attendance

Person or Persons Responsible

Administration, Dean, front office staff, teachers

Target Dates or Schedule

Ongoing throughout school year Daily, as attendance is recorded and submitted Bi-weekly via attendance audit sheets

Evidence of Completion

Attendance records via OnCourse and Genesis Student participation and behavior in the classroom / academic performance Referral data for students with unsatisfactory attendance

G3. Instructional support will be provided to ELL students in all grade levels.

G3.B1 Teachers are not aware of students' specific needs and/or are unsure of how to offer additional support within the classroom

G3.B1.S1 Offer on-site professional development and supplemental materials directly from ESOL office.

Action Step 1

Offer professional development opportunities for teachers of ELL students. Implementation of learned strategies and instructional best practices within classroom.

Person or Persons Responsible

All teachers, coaches, ESE support facilitators, and ISSP coordinator

Target Dates or Schedule

By October 18th (conclusion of 1st marking period) Follow up as needed

Evidence of Completion

Student performance (academic and behavior) Classroom observations and walkthroughs by administration, coaches, and ESOL district representatives

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

Teachers will offer additional academic support to ELL students

Person or Persons Responsible

Administration Coaches District Specialists

Target Dates or Schedule

Regular classroom observations and walk-throughs Weekly administrative meetings Weekly coaches' meetings

Evidence of Completion

CAST Student performance (assessment data, OnCourse grades, samples of student work)
Conferences and IEP updates Site visits from ESOL office

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of effective strategies and support to assist ELL students

Person or Persons Responsible

Academic teachers Coaches

Target Dates or Schedule

Daily; imbedded within lesson plans

Evidence of Completion

Teacher observations (anecdotal and performance data) Student academic performance Assessment Data

G4. Teachers will use instructional methods and outreach strategies to maintain and improve mastery of mathematical standards, with a focus on the AMO subgroups of African-Americans and Economically Disadvantaged.

G4.B1 Parents lack the knowledge, strategies, and/or skills to support Home Learning.

G4.B1.S1 Parent of the Month recognition

Action Step 1

Communicate plan to parents via School Messenger, letter sent home with students, materials in the front office

Person or Persons Responsible

Leadership Team chair

Target Dates or Schedule

January 31, 2014

Evidence of Completion

Letter, message

Action Step 2

Recognize Parent of the Month at evening meetings and on prominent bulletin board space.

Person or Persons Responsible

SAC Chair

Target Dates or Schedule

January 31, 2014

Evidence of Completion

SAC meeting agenda

Action Step 3

Develop a plan for recognition for a Parent of the Month

Person or Persons Responsible

Leadership Team chair

Target Dates or Schedule

January 31, 2014

Evidence of Completion

Plan

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor to see parents are selected each month.

Person or Persons Responsible

Principal

Target Dates or Schedule

February to May, 2014

Evidence of Completion

SAC minutes

Plan to Monitor Effectiveness of G4.B1.S1

Parent contacts and conferences increase per logs.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

March - June 2014

Evidence of Completion

Teacher records

G4.B1.S3 Encourage parents to volunteer

Action Step 1

Prepare information about volunteer opportunities at the school.

Person or Persons Responsible

Leadership Team chair

Target Dates or Schedule

January 31, 2013

Evidence of Completion

Information packet

Action Step 2

Communicate information via School Messenger, SAC/PTA meetings, front office, phone calls, emails, etc.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Message, email archives, agendas

Action Step 3

Maintain portal and assist parents as they come to apply for the volunteer program with DCPS.

Person or Persons Responsible

Front office staff

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Physical station

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Monitor volunteer logs, greet volunteers while they are present on campus.

Person or Persons Responsible

Leadership Team chair, Math Coach, Activity Director, Administration

Target Dates or Schedule

Biweekly meetings

Evidence of Completion

Reports, plans roster of volunteers authorized by DCPS

Plan to Monitor Effectiveness of G4.B1.S3

Review data and parent response, debrief success of events, oversight of office and school: smooth functioning of classrooms and support efforts

Person or Persons Responsible

Leadership Team chair, Math Coach, Math Teachers, Administration

Target Dates or Schedule

Biweekly leadership meetings, weekly administration meetings, Common planning time of Math Department

Evidence of Completion

Data that shows increasing parent involvement: visitor sign-in sheets, call logs, conference logs, SAC/PTA attendance, comparison of assessment scores for involved vs. non-involved parents, attendance registers, verbal feedback, volunteer hours, volunteer sign-in sheets, roster of authorized visitors

G4.B10 Inexperienced teachers learning the Gradual Release of Responsibility Method

G4.B10.S1 Utilize the Gradual Release of Responsibility Model when planning and delivering lessons.

Action Step 1

Provide professional development on writing a lesson plan infusing the components of the Gradual Release of Responsibility Model (GRRM).

Person or Persons Responsible

Math Coach, District Math Specialist

Target Dates or Schedule

Early Release professional development, November 20, 2013

Evidence of Completion

Attendance rosters, agenda

Facilitator:

School-based administrators, Instructional Coaches (reading and math)

Participants:

Teachers from all departments, including math

Action Step 2

Utilize the GRRM when planning and delivering lessons to engage students in conceptual understanding, comprehension, and active engagement through modeling, guided practice, and independent application.

Person or Persons Responsible

Math Coach, Math teachers

Target Dates or Schedule

Beginning November 21, 2013 (follow-up to previous day's professional development) during Common Planning and continuing through June 2014.

Evidence of Completion

Lesson plans.

Facilitator:

Math Coach

Participants:

Math teachers

Action Step 3

Model explicit student expectations for the GRRM transitions during lesson delivery.

Person or Persons Responsible

Math Coach, District Math Specialist

Target Dates or Schedule

November 18, 2013 - January 23, 2014

Evidence of Completion

Model lesson plans prepared by coach or district specialist

Plan to Monitor Fidelity of Implementation of G4.B10.S1

Monitor common planning and conduct classroom walkthroughs to observe the implementation of GRRM during instructional delivery.

Person or Persons Responsible

Assistant principals, Principal, District Director of Middle School Math, Region Chief

Target Dates or Schedule

November 18, 2013 - June 2014

Evidence of Completion

Feedback forms

Plan to Monitor Effectiveness of G4.B10.S1

Observation of student engagement during classroom lessons.

Person or Persons Responsible

Math Coach, School administrators

Target Dates or Schedule

January 2014, April 2014

Evidence of Completion

Observation records

G4.B11 Shift in instructional paradigm for all teachers from the workshop model to establishing learning centers and student rotations

G4.B11.S1 Utilize data across the department to create flexible student groups that provide remediation, maintenance, and enrichment through rotations through learning centers.

Action Step 1

Provide professional development on creating a secondary focused differentiated lesson using i-Ready diagnostic data.

Person or Persons Responsible

Math Coach, District Math Specialist

Target Dates or Schedule

Early January 2014

Evidence of Completion

Agenda, attendance record

Facilitator:

Math coach

Participants:

Math teachers

Action Step 2

Review student grouping according to data and conduct small group instruction using rotations.

Person or Persons Responsible

Math Coach, Math teachers

Target Dates or Schedule

December 2013 - June 2014

Evidence of Completion

Lists of student groups, lesson plans that document rotation schedules and activities

Action Step 3

Review Support Facilitation schedule to determine availability for assistance during rotations.

Person or Persons Responsible

ESE Liaison, ESE Instructional Specialist

Target Dates or Schedule

December 3, 2013 - December 10, 2013

Evidence of Completion

Support Facilitation schedule

Plan to Monitor Fidelity of Implementation of G4.B11.S1

Monitor the use of data to drive instruction during small group rotations.

Person or Persons Responsible

Assistant Principals, Principal, District Director of Middle School Mathematics, Region Chief

Target Dates or Schedule

December 4, 2013 - June 2014

Evidence of Completion

Feedback forms

Plan to Monitor Effectiveness of G4.B11.S1

Analyze and interpret data for quarterly assessments (CGAs).

Person or Persons Responsible

Math teachers, Math coach, administrators

Target Dates or Schedule

January 2014, April 2014

Evidence of Completion

Data analysis and narrative interpretation of results

G4.B12 Teachers adapting to the change in Higher Order Thinking skills in the Bloom's Taxonomy to Webb's Depth of Knowledge model

G4.B12.S1 Incorporate a variety of Higher Order Thinking (HOT) strategies into lesson delivery through application of Webb's Depth of Knowledge.

Action Step 1

Provide professional development on Webb's Depth of Knowledge and ramping up questions to the next complexity level.

Person or Persons Responsible

Math Coach, District Math Specialist

Target Dates or Schedule

December 12, 2013

Evidence of Completion

Agenda, attendance record, work product from teachers

Facilitator:

Math Coach

Participants:

Math teachers

Action Step 2

Collaborate during common planning to write HOT questions as well as the answers to the questions to include in each lesson plan.

Person or Persons Responsible

Math Coach, Math teachers

Target Dates or Schedule

November 21, 2013 - June 2014

Evidence of Completion

Teacher lesson plans.

Action Step 3

Require student-accountable talk to justify correct answers and explain incorrect answers.

Person or Persons Responsible

Math teachers, Math coach

Target Dates or Schedule

November 19 - January 23, 2014 (and ongoing after that)

Evidence of Completion

Feedback forms, anecdotal records

Plan to Monitor Fidelity of Implementation of G4.B12.S1

Monitor the implementation of HOT questions in the delivery of the lesson plans.

Person or Persons Responsible

Assistant Principals, Principal, District Director of Middle School Mathematics, Region Chief

Target Dates or Schedule

November 19, 2013 - June 2014

Evidence of Completion

Feedback forms

Plan to Monitor Effectiveness of G4.B12.S1

Conversations with students to gauge levels of thinking and understanding.

Person or Persons Responsible

Math teachers, Math coach, District math specialist, administrators

Target Dates or Schedule

November 19, 2013 - June 2014

Evidence of Completion

Feedback forms, student journals

G5. To increase student knowledge of the scientific process through the Nature of Science by increasing student participation in the science fair.

G5.B1 Materials needed to create and/or complete activities

G5.B1.S1 Build/ recruit community business partners to sponsor classes.

Action Step 1

Write letters and/or grants, recruit parents of students to encourage employers to sponsor class

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule

Entire school year with quarterly check ins

Evidence of Completion

Meeting minutes and/or business partner contract(s)

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Meeting minutes and/or business partner contract(s)

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule

Entire school year with quarterly check ins

Evidence of Completion

Meeting minutes and/or business partner contract(s)

Plan to Monitor Effectiveness of G5.B1.S1

Meeting minutes and/or business partner contract(s)

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule

Entire school year with quarterly check ins

Evidence of Completion

Meeting minutes and/or business partner contract(s)

G5.B2 Financial resources

G5.B2.S1 Build/ recruit community business partners to sponsor classes.

Action Step 1

Write letters and/or grants, recruit parents of students to encourage employers to sponsor class

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule

Entire school year with quarterly check ins

Evidence of Completion

Meeting minutes and/or business partner contract(s)

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Write letters and/or grants, recruit parents of students to encourage employers to sponsor class

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule

Entire school year with quarterly check ins

Evidence of Completion

Meeting minutes and/or business partner contract(s)

Plan to Monitor Effectiveness of G5.B2.S1

Write letters and/or grants, recruit parents of students to encourage employers to sponsor class

Person or Persons Responsible

Shared Decision Making Committee

Target Dates or Schedule

Entire school year with quarterly check ins

Evidence of Completion

Meeting minutes and/or business partner contract(s)

G5.B3 Parental participation

G5.B3.S1 Increase parental participation through school based "Science Parent Night," which is held annually.

Action Step 1

Science Parent Night

Person or Persons Responsible

Entire Science Department, students in all grade levels 6-8

Target Dates or Schedule

Winter/ Spring of 2013-2014 school

Evidence of Completion

Sign in sheets and student projects

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Science Parent Night

Person or Persons Responsible

Entire Science Department, students in all grade levels 6-8

Target Dates or Schedule

Winter/ Spring of 2013-2014 school

Evidence of Completion

Sign in sheets and student projects

Plan to Monitor Effectiveness of G5.B3.S1

Science Parent Night

Person or Persons Responsible

Entire Science Department, students in all grade levels 6-8

Target Dates or Schedule

Winter/ Spring of 2013-2014 school

Evidence of Completion

Sign in sheets and student projects

G5.B3.S2 Create and publish an informative quarterly science newsletter for stakeholders.

Action Step 1

Quarterly Science Newsletter

Person or Persons Responsible

Entire Science Department

Target Dates or Schedule

Quarterly throughout the school year

Evidence of Completion

Copy of Science Newsletter

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B4 Student attendance

G5.B4.S1 Teacher follow up with a personal phone call if student misses two or more days of class.

Action Step 1

Teacher contacting parents of students that misses two or more days of class.

Person or Persons Responsible

All science teachers

Target Dates or Schedule

When student misses two or more days of class

Evidence of Completion

Teacher phone log

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Teacher contacting parents of students that misses two or more days of class.

Person or Persons Responsible

All science teachers

Target Dates or Schedule

When student misses two or more days of class

Evidence of Completion

Teacher phone log

Plan to Monitor Effectiveness of G5.B4.S1

Teacher contacting parents of students that misses two or more days of class.

Person or Persons Responsible

All science teachers

Target Dates or Schedule

When student misses two or more days of class

Evidence of Completion

Teacher phone log

G6. JEB Stuart Middle School will decrease the total number of suspensions by 10% to 736 (in and out of school), representing 466 students.

G6.B1 Lack of student motivation.

G6.B1.S1 Students will be scheduled with specific academic support to meet or exceed identified needs.

Action Step 1

Lack of student motivation

Person or Persons Responsible

Principal, Asst. Principals, Dean and ISSP Coordinator, RTI Team

Target Dates or Schedule

Daily

Evidence of Completion

Referral and suspension rates.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B2 Lack of consistent behavior expectations school-wide.

G6.B2.S1 Implement school wide use of CHAMPS Behavior management program.

Action Step 1

Lack of consistent behavior expectations school-wide

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

SESIR Rate

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3 Referrals increase during the time frame of an approaching holiday and on Fridays.

G6.B3.S1 Teachers will teach behavioral expectations.

Action Step 1

Referrals increase during the time frame of holidays and Fridays.

Person or Persons Responsible

Admin. Team, RTI Team

Target Dates or Schedule

Daily

Evidence of Completion

Referrals and suspension rates.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

School wide positive behavior interventions and support

Person or Persons Responsible

Administration, ISSP, RTI Team

Target Dates or Schedule

Daily

Evidence of Completion

SESIR Rate

Plan to Monitor Effectiveness of G6.B3.S1

PBIS,

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

SESIR Rate, Reduced Referral

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

Title I, Part A:

1. Provide extended learning opportunities for low-performing students before, during, and after the scheduled school day.
2. Provide teachers and staff members with training days to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness.
3. Facilitate parent meetings to encourage active engagement, support, and partnership with J.E.B. Stuart Middle School.

Title II:

1. Provide instructional support through substitute teachers for individuals and teams who attend on-campus and off-campus professional development opportunities.
2. J.E.B. Stuart Middle School teachers and staff will be provided with professional development opportunities in the following areas: Rtl and PLC.

Supplemental Academic Instruction (SAI):

SAI funds will be used to supplement instructional programs during and beyond the regularly scheduled school day.

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.

G4. Teachers will use instructional methods and outreach strategies to maintain and improve mastery of mathematical standards, with a focus on the AMO subgroups of African-Americans and Economically Disadvantaged.

G4.B10 Inexperienced teachers learning the Gradual Release of Responsibility Method

G4.B10.S1 Utilize the Gradual Release of Responsibility Model when planning and delivering lessons.

PD Opportunity 1

Provide professional development on writing a lesson plan infusing the components of the Gradual Release of Responsibility Model (GRRM).

Facilitator

School-based administrators, Instructional Coaches (reading and math)

Participants

Teachers from all departments, including math

Target Dates or Schedule

Early Release professional development, November 20, 2013

Evidence of Completion

Attendance rosters, agenda

PD Opportunity 2

Utilize the GRRM when planning and delivering lessons to engage students in conceptual understanding, comprehension, and active engagement through modeling, guided practice, and independent application.

Facilitator

Math Coach

Participants

Math teachers

Target Dates or Schedule

Beginning November 21, 2013 (follow-up to previous day's professional development) during Common Planning and continuing through June 2014.

Evidence of Completion

Lesson plans.

G4.B11 Shift in instructional paradigm for all teachers from the workshop model to establishing learning centers and student rotations

G4.B11.S1 Utilize data across the department to create flexible student groups that provide remediation, maintenance, and enrichment through rotations through learning centers.

PD Opportunity 1

Provide professional development on creating a secondary focused differentiated lesson using i-Ready diagnostic data.

Facilitator

Math coach

Participants

Math teachers

Target Dates or Schedule

Early January 2014

Evidence of Completion

Agenda, attendance record

G4.B12 Teachers adapting to the change in Higher Order Thinking skills in the Bloom's Taxonomy to Webb's Depth of Knowledge model

G4.B12.S1 Incorporate a variety of Higher Order Thinking (HOT) strategies into lesson delivery through application of Webb's Depth of Knowledge.

PD Opportunity 1

Provide professional development on Webb's Depth of Knowledge and ramping up questions to the next complexity level.

Facilitator

Math Coach

Participants

Math teachers

Target Dates or Schedule

December 12, 2013

Evidence of Completion

Agenda, attendance record, work product from teachers

Appendix 2: Budget to Support School Improvement Goals