

Alice B. Landrum Middle School



2014-15 School Improvement Plan

Alice B. Landrum Middle School

230 LANDRUM LN, Ponte Vedra Beach, FL 32082

www.lms.stjohns.k12.fl.us

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

9%

Alternative/ESE Center

No

Charter School

No

Minority

13%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Alice B. Landrum Middle School is to prepare students for secondary study while developing learners' critical thinking abilities, enhancing their interpersonal relationships and enriching their overall educational experience.

Provide the school's vision statement

Alice B. Landrum Middle School will have a continued emphasis on being an academic leader among middle schools by being a place where all students are met at their ability level, show significant academic growth each year and upon entering high school.

School Environment

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

The faculty at Alice B. Landrum Middle School has various interests and talents as they relate to students. Those interest and talents have been matched with certain grade levels/student ages/student interest. The extra-curricular connections are the strongest links to the relationships built between students and adults on campus. Whether it be through clubs or after school activities, our teachers learn about the students' interest while building relationship which transcend the classroom thus making students well-rounded in academic and social arenas.

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

Alice B. Landrum promotes a Positive Behavior System (PBS) in order to manage student behavior. It is a proactive approach to reward good behavior. In addition, the Anti-Bullying Program encourages buy-in from each grade level. Student contracts are signed and artistic commitments are displayed (painted hand prints of each student) around the campus. All students are encouraged to utilize Landrum's "3 Strickes You're Out" Program which includes empowering steps to encourage solutions/resolutions if conflicts between students should arise.

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

The Positive Behavior System (PBS) is utilized to minimize distractions with student behavior. It has a two prong approach providing rewards while encouraging preventative approaches to minimize inappropriate behaviors. Teachers recognize the efforts of students for either: improvement in academic grades, random acts of kindness for others on campus, volunteering after school with a teacher or in the community. Weekly, the PBS store is open for students to "cash" in their card in exchange for gifts of their choice. Quarterly, students with a particular number of cards are eligible to enter the drawing for big ticket items.

In addition to this system another facet of the Anti-Bullying and Character Program includes the "Ride with Pride". Bus riders with no referrals are eligible for a PBS card and for a nomination from the bus driver into a drawing for special prizes.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Alice B. Landrum has students with varying needs.

-Socioeconomic needs are address through the 'Blessings in a Backpack' program. The agency partners with the school to provide food and supplies for identified families. The School Counselor works with the agency officials to manage the families in need, while identifying other potentials that may not have come forward.

-Liza White, School Counselor, as been designated as the counselor for students in crisis. With previous background and experience in Mental Health Counseling, she is the first point of contact for students in (non-medical) distress.

-A partnership for developing a peer mentoring program called WEB (which stands for Where Everyone Belongs) through the Boomerang Project is a new undertaking with the feeder high school in order to empower students with peer support and provide student leadership opportunities.

Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	5	20	31	56
One or more suspensions	4	27	42	73
Course failure in ELA or Math	3	1	2	6
Level 1 on statewide assessment	1	16	22	39

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	4	6	17	27

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

Students with reading scores at level 1 are enrolled in the Intensive Reading class. It affords another opportunity for students to have a block of time in a class which equips them with reading strategies and literacy development.

Students with math scores at level 1 are enrolled in the Intensive Math class. This year the students'

math teacher is also their Intensive Math instructor. This allows for seamless instruction and additional time working on concepts that build number sense/overall math skills.

A system for parent contact is utilized for students with chronic attendance issues. At the 5, 10 and 15 day juncture contact is made via a letter from the Computer Operator's office and a phone call from the office is placed to the parents of those students.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Landrum's goal is to build upon the well-established partnership with parents and the community, and to help parents feel welcomed at the school. Landrum staff -- including administration, front office personnel, teachers and SAC chair -- work diligently to communicate parent volunteer opportunities, and other opportunities for parents to feel welcome. The focus is on 6 Strategies: Discuss parent involvement in the front office PLC; Parent/Teacher Conferences "Opening Comments"; Coffee with the Principal; SAC Meetings; Volunteer Appreciation Banquet; and the quarterly parent breakfasts "iMom" and "All Pro Dad". Landrum also conducts an annual parent feedback survey through SAC.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The connection with the local community is sustained through an active parental support group. The PTO currently has nearly 400 members (comprised of parents, donors, faculty and staff members). In addition the PTO has several sub-committees dedicated to fostering the relationships with community businesses. These relationships bring tangible benefits to the school; while also providing a forum to increase knowledge and awareness of the schools' successes, challenges, and needs throughout the community. There are a myriad of partnerships with local businesses including: Lazarra Orthodontists, the YMCA, Ponte Vedra Plastic Surgery, Ponte Vedra Public Education Foundation, Fishman Pediatric Dentistry, The Players Championship (TPC), Rainbow Pediatric Center, and Re max Realtors. These partners are managed by the PTO-Business Partner Coordinator.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Johnson, Jewel	Principal
Allred, Debra	Dean
Middaugh, Gina	Other
White, Liza	Guidance Counselor
Golden, Valerie	Guidance Counselor
Hicks, Lauren	Psychologist

Duties

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

Principal -- Jewel Johnson (Facilitates Admin Team; Oversees roles and responsibilities of MTSS team)

Assistant Principal -- Debra Allred (LEA; Oversees Professional Development; MTSS team member)
Curriculum Resource Coordinator -- Gina Middaugh (Oversees testing; After school tutoring; MTSS team member)

Instructional Literacy Coach -- Bonnie Curran (Facilitates Rtl process and MTSS team; Gathers from teachers MTSS progress monitoring student data; Provides Tier 1 universal student data)

Guidance Counselors -- Valerie Golden & Liza White (Bring students to team's attention; Provide grades and attendance information; Gather teacher feedback on student behavior, academic performance, and other factors hindering academic performance; Monitor parent contact documentation log; MTSS team members)

School Psychologist -- Lauren Hicks (Records notes in database during meetings; Sends follow-up email after meetings with "to-do" list for team members)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At Alice B. Landrum, a four-step problem-solving model is used, which includes:

Step 1, define, in objective and measurable terms, the goal(s) to be attained;

Step 2, identify possible reasons why the desired goal(s) is not being attained;

Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s);

Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Landrum has an MTSS core team that meets weekly with an agenda to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. The MTSS team also meets weekly to discuss individual student needs for those students not meeting grade-level proficiency.

Categorical funds are used to support Landrum's academic program, as well as CTE programs, through the purchasing of software, staffing for after school tutoring and professional development. Integration occurs when teachers are utilizing the allocated resources within the school day and after school to instruct and monitor student achievement.

Resources are coordinated by administration, the Instructional Literacy Coach and by Department Chairs. These individuals monitor implementation and progress throughout the year. The Leadership Team sets Smart Goals in the Leadership meeting based on the School Improvement Plan. Grade level teams then use the Smart Goals to refine their own Team Goals within their respective

departments. The Faculty Leadership Team meets monthly to discuss continuous progress and necessary adjustments.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ardiana Kokoshi	Education Support Employee
Laurie Stanton	Teacher
Jewel Johnson	Principal
Bill Fehling	Business/Community
Chris Fisher	Business/Community
Chris Levchuk	Business/Community
Deborah O'Donnell	Teacher
Delroy Birch	Business/Community
Donna Soncrant	Business/Community
Elizabeth Paul	Parent
Erika Carpenter	Teacher
Gwynn Paton	Teacher
Jennifer Hicks	Parent
Kami McBrayer	Parent
Kristi Koerner	Parent
Kristina Collins	Parent
Margaret Hennessey	Teacher
Paige Howell	Parent
Stephanie Cills	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC worked in conjunction with the principal to review the School Improvement Plan. The committee aligned the goals of the plan with its funding allocations to completely support the school. The targets identified by stakeholders (parents, teachers and students) regarding the needs assessment are also taken into consideration for funding priorities.

Development of this school improvement plan

SAC discusses and reviews all aspects of the School Improvement Plan, then provides feedback on the results of the previous year's achievement. SAC also assists the principal in evaluating Landrum's mission and goals. The plan is shared with each member to solicit feedback from all perspectives represented on the committee. Feedback is taken into consideration for the preliminary revision

process. After collaboration, sent and gathered via email due to time constraints, amendments to the SIP draft are submitted.

Preparation of the school's annual budget and plan

During the monthly SAC meetings the principals shares the budget with the committee. Justification for decisions as well as support for projects which are not funded through district-generated budget streams are done through SAC allocations (as approved through the official Fund Request procedures).

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

SAC has determined that its current budget of \$4,574.30 will be allocated for technology goals and professional development. If monies are earned and allocated to SAC this school year, it will be used to pursue Landrum's technology goals and to continue to support professional development related to the SIP.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Johnson, Jewel	Principal
Allred, Debra	Assistant Principal
Middaugh, Gina	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to promote Landrum's five writing "Non-Negotiables" -- Capitalization, Punctuation, Restate the Question, Elaborate or Cite Evidence from the text, and Use Academic Language (no texting abbreviations) -- with classroom posters and the display of student exemplars. In addition, teaching the new writing assessment format (computer-based responses with cited sources from various text) will be practiced across the curriculum.

The Assistant Principal will facilitate the team's initial meeting with starting with a brainstorm session on the addendum to the Non-Negotiables Poster with the New Non-Negotiables Poster which will highlight strategies for the testing format. A production timeline and distribution schedule for the poster will also be established. In addition to the listed LLT members, the Instructional Literacy Coach will also serve as a part of the team.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers work in PLC groups to collaborate on student data and instruction as it either relates to the core subject (achieved via Department PLC meetings) or grade level (achieved via Team Planning & Learning Groups-TPLG PLC meetings).

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

The principal uses the district JOBS program to screen potential candidates. With the support of SJCSD, the principal only hires teachers who meet NCLB's Highly Qualified requirements. To retain highly qualified teachers, the administration team and the ILC have implemented Professional Learning Communities, complete with protected team planning time. Teachers are encouraged to attend district PD opportunities, and the ILC provides monthly school-developed PD and book studies. The Instructional Literacy Coach and Teacher Leaders model lessons. The District CAST Team leads curriculum mapping and training.

The Curriculum Coordinator facilitates the New Teacher Mentor Program; new teachers are partnered with "veteran" mentors and the pairs are provided structured meeting time.

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

The Curriculum Coordinator coordinates the New Teacher Mentor Program. All teachers new to the profession must participate. A special 'Mentor Matching Meeting' is scheduled for next quarter and monthly meeting subsequently after that. In addition, dates for monthly district PD meetings have also been established.

The new teachers attended a pre-planning workshop that included such procedural information as entering grades for interims and report cards, student discipline, parent conferencing, calendar of events and teacher evaluations. The new teachers were given a tour of the building and guidance about curriculum maps and other district resources.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The

reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

Instructional Strategies

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

Data that came in during late Spring 2014 was used to determine changes to teaching and scheduling methods. As a department, the math team decided that students would fill mathematical gaps more efficiently if they were afforded the opportunity to be taught the Intensive Math course by the same teacher that instructs students in math. In double-block fashion, students have math class each day without the usual alternating switch associated with the A/B Block Schedule. Other examples include: 1) grade-specific Intensive Reading classes, sections designated for 6th, 7th and 8th graders; 2) elective teachers creating a "bank" of lessons throughout the department with the focus on literacy; 3) social studies classes decided to incorporate reading strategies that focus on citing textual evidence; and 4) the science teams designed monthly reading assignments on non-fiction, science content passages or books for remedial help/reading achievement improvement.

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

Strategy: After School Program

Minutes added to school year:

After School Tutoring has a two-prong approach (homework/assignment-focused and skill remediation). Certified teachers will be used. This will allow the team to be completely aware of the the academic needs of students while providing additional support of their efforts in the classroom.

Strategy Rationale

Students that struggle to attain proficiency on State Assessment and/or who have difficult organizing themselves for learning need additional time with the material. The small group setting has proved highly effective with reluctant learners.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Middaugh, Gina, gina.middaugh@stjohns.k12.fl.us

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

Specific homework or project assessment marks will be tracked to determine effectiveness. In addition learning plans which outline specific concepts students are working on will be recorded. After quarterly assessment progress made on those concepts, via checking the standard as measured by the aligned test questions, will also be noted.

Strategy: Extended School Day

Minutes added to school year:

Landrum has implemented Professional Learning Communities called TPLGs -- Team Planning & Learning Groups -- assembled by grade and subject area. Teachers are given protected team planning time to collaborate on assessment design and progress monitoring.

Strategy Rationale

Department and Team meetings can be actual PLCs (Professional Learning Communities) if collaboration occurs. Having protected TPLG time ensures collaboration, provides an opportunity for the analysis of data, and affords the opportunity to monitor student progress.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Johnson, Jewel, jewel.johnson@stjohns.k12.fl.us

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

SMART goals established by each team in September -- aligned with district, school and department SMART goals -- will be monitored by the gathering of student evidence each month at Department Meetings.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Nease and Ponte Vedra High Schools will spend several days at Landrum in the winter to inform students of possible courses, including Career Academies. The school district hosts Career Academy Nights at all the high schools for students and parents to attend and learn about available choices.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

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

n/a

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

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level.
- G2.** Improve mathematical number sense by having a team of math teachers with blocked Intensive Math sections.
- G3.** Increase students' computer literacy so that they can express their writing abilities via technology during performance assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level. 1a

G047599

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- ELA, Science, Social Studies and Elective department teachers.

Targeted Barriers to Achieving the Goal 3

- Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility.

Plan to Monitor Progress Toward G1. 8

DFA data across the curriculum (from Science, Social Studies and Elective classes) will be collected and reviewed to show improvement in textual awareness.

Person Responsible

Jewel Johnson

Schedule

Quarterly, from 10/27/2014 to 5/18/2015

Evidence of Completion

DFA data as it aligns with questions that actually assess textual awareness and reading application skills will be used.

G2. Improve mathematical number sense by having a team of math teachers with blocked Intensive Math sections. **1a**

G047610

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	89.0

Resources Available to Support the Goal **2**

- Math teachers that volunteered to add the Intensive Math course to their teaching assignment for the 2014-2015 school year.
- Think Through Math online program for additional reinforcement and practice opportunities.

Targeted Barriers to Achieving the Goal **3**

- Aligning grades to growth in the Intensive Math class; establishing how growth is actually measured.

Plan to Monitor Progress Toward G2. **8**

Math exemplars and sample work from students will be collected. In addition, DFA data from questions aligned with specific concepts as they relate to 6/7/8th grade standards will also be reviewed.

Person Responsible

Debra Allred

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Student sample work from math class and data analysis information will be used/collected as evidence of progress toward meeting the goal.

G3. Increase students' computer literacy so that they can express their writing abilities via technology during performance assessments. 1a

G047609

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- PTO-funded computer upgrades and computer labs created.
- Computer literacy specialist hired onto the teaching team.
- Grade-level wide (6th grade) course established through Computer Applications 1 and 2 course.

Targeted Barriers to Achieving the Goal 3

- ELA classes having enough teaching time to allot time in class for writing computer-generated pieces/essays.

Plan to Monitor Progress Toward G3. 8

Increased student performance in teacher-graded essay scores and on quarterly formative assessments.

Person Responsible

Jewel Johnson

Schedule

Monthly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Student writing samples and formative assessment data will be used as evidences of progress toward meeting the goal.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level. **1**

 G047599

G1.B1 Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility. **2**

 B118518

G1.B1.S1 Provide research on best practices in reading strategies **4**

 S130272

Strategy Rationale

To give non-reading certified instructors the actual reading strategies reduces the addition preparation needed in order to incorporate those techniques into their content focused lessons.

Action Step 1 **5**

The Instructional Literacy Coach will assist teachers in science, social studies and elective classes by providing reading strategies that work (a series of featured reading techniques to be used in their classroom).

Person Responsible

Gina Middaugh

Schedule

Weekly, from 10/6/2014 to 12/15/2014

Evidence of Completion

Lesson plans of teachers as to how the strategies will be incorporated.

Action Step 2 5

Provide professional development specific to reading strategies and include non-ELA teachers.

Person Responsible

Gina Middaugh

Schedule

Weekly, from 10/13/2014 to 5/25/2015

Evidence of Completion

PD attendance logs and department implementation schedule.

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

Reading Walk through sessions will take place in order to ensure that the reading strategies are being utilized.

Person Responsible

Jewel Johnson

Schedule

Biweekly, from 10/13/2014 to 3/30/2015

Evidence of Completion

DFA data along with lesson plan content will be checked as evidence that the reading strategies are being taught in the designated classes.

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

Aligning the proper type of reading strategy(-ies) will support effective implementation. Conducting monthly walk through sessions will ensure that the strategy(-ies) is taught.

Person Responsible

Jewel Johnson

Schedule

Quarterly, from 10/13/2014 to 3/30/2015


Evidence of Completion

Lesson plans and DFA data with a particular emphasis on certain questions which align to reading application skill development will be collected to further prove effectiveness. A comparative analysis will be done between individual class data and district averages.


G2. Improve mathematical number sense by having a team of math teachers with blocked Intensive Math sections. **1**

 G047610

G2.B1 Aligning grades to growth in the Intensive Math class; establishing how growth is actually measured. **2**

 B118553

G2.B1.S1 The principal and math team established a system for non-proficient math students to have math each day. **4**

 S130337

Strategy Rationale

The alternating block schedule day reduces math retention and limits the amount of time for practice in class.

Action Step 1 **5**

Master schedule was built with the Intensive Math class added to each participating math department members' teaching assignment.

Person Responsible

Jewel Johnson

Schedule

On 6/5/2015

Evidence of Completion

Master schedule.

Action Step 2 **5**

Math teachers across the department teach the Intensive Math course.

Person Responsible

Debra Allred

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

iObservation logs, teacher lesson plans, and student work samples will be monitored by the Assistant Principal (Admin lead contact for the math department).

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher lesson plans will be reviewed to ensure that math concepts from math class are reinforced in the Intensive Math class as well.

Person Responsible

Debra Allred

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Lesson plans.

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

The math teachers will be observed and will engage in feedback discussions as to the effectiveness of the class set-up/schedule format.

Person Responsible

Jewel Johnson

Schedule

Quarterly, from 10/24/2014 to 6/1/2015


Evidence of Completion

DFA data as aligned with specific concepts and skills related to math standards for 6th, 7th and 8th grades.

G3. Increase students' computer literacy so that they can express their writing abilities via technology during performance assessments. **1**


 G047609

G3.B3 ELA classes having enough teaching time to allot time in class for writing computer-generated pieces/essays. **2**

 B118835

G3.B3.S1 Increase the opportunities for students to use technology when creating written pieces/essays.

4

 S130621

Strategy Rationale

In addition to learning the writing non-negotiables (Capitalization, Punctuation, Restate the Question, Elaborate or Cite Evidence from the text, and Use Academic Language -- no texting abbreviations) students will also need strong keyboarding skills in order to present a completed computer-generated timed writing.

Action Step 1 **5**

Build a computer class into the master schedule that will address computer literacy and keyboarding skills.

Person Responsible

Jewel Johnson

Schedule

On 6/5/2015

Evidence of Completion

Master schedule.

Action Step 2 **5**

Create an addendum to the Landrum 'Writing Non-Negotiables' that includes strategies on computer processing and infusing multiple sources of information into a piece of writing.

Person Responsible

Debra Allred

Schedule

On 6/5/2015

Evidence of Completion

Create, publish, distribute the 'New Writing Non-Negotiables'.

Action Step 3 5

Incorporate lap top cart usage throughout the ELA department.

Person Responsible

Gina Middaugh

Schedule

Monthly, from 9/25/2014 to 5/25/2015

Evidence of Completion

Lap top cart check-out schedule.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

A course was selected that will start computer literacy at the beginning of the middle school to teach software applications and keyboarding skills.

Person Responsible

Jewel Johnson

Schedule

On 6/5/2015

Evidence of Completion

The master Schedule, students schedules and teacher lesson plans are evidences of proper implementation.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Providing quarterly opportunities for creating computer-generated writing.

Person Responsible

Jewel Johnson

Schedule

Quarterly, from 10/23/2014 to 3/27/2015

Evidence of Completion

Student writing samples and scores on written assignments (accompanied with the grading rubrics) will serve as evidences of the effectiveness of the goal being implemented.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Instructional Literacy Coach will assist teachers in science, social studies and elective classes by providing reading strategies that work (a series of featured reading techniques to be used in their classroom).	Middaugh, Gina	10/6/2014	Lesson plans of teachers as to how the strategies will be incorporated.	12/15/2014 weekly
G2.B1.S1.A1	Master schedule was built with the Intensive Math class added to each participating math department members' teaching assignment.	Johnson, Jewel	6/16/2014	Master schedule.	6/5/2015 one-time
G3.B3.S1.A1	Build a computer class into the master schedule that will address computer literacy and keyboarding skills.	Johnson, Jewel	6/16/2014	Master schedule.	6/5/2015 one-time
G1.B1.S1.A2	Provide professional development specific to reading strategies and include non-ELA teachers.	Middaugh, Gina	10/13/2014	PD attendance logs and department implementation schedule.	5/25/2015 weekly
G2.B1.S1.A2	Math teachers across the department teach the Intensive Math course.	Allred, Debra	10/6/2014	iObservation logs, teacher lesson plans, and student work samples will be monitored by the Assistant Principal (Admin lead contact for the math department).	5/25/2015 monthly
G3.B3.S1.A2	Create an addendum to the Landrum 'Writing Non-Negotiables' that includes strategies on computer processing and infusing multiple sources of information into a piece of writing.	Allred, Debra	10/17/2014	Create, publish, distribute the 'New Writing Non-Negotiables'.	6/5/2015 one-time
G3.B3.S1.A3	Incorporate lap top cart usage throughout the ELA department.	Middaugh, Gina	9/25/2014	Lap top cart check-out schedule.	5/25/2015 monthly
G1.MA1	DFA data across the curriculum (from Science, Social Studies and Elective classes) will be collected and reviewed to show improvement in textual awareness.	Johnson, Jewel	10/27/2014	DFA data as it aligns with questions that actually assess textual awareness and reading application skills will be used.	5/18/2015 quarterly
G1.B1.S1.MA1	Aligning the proper type of reading strategy(-ies) will support effective implementation. Conducting monthly walk through sessions will ensure that the strategy(-ies) is taught.	Johnson, Jewel	10/13/2014	Lesson plans and DFA data with a particular emphasis on certain questions which align to reading application skill development will be collected to further prove effectiveness. A comparative analysis will be done between individual class data and district averages.	3/30/2015 quarterly
G1.B1.S1.MA1	Reading Walk through sessions will take place in order to ensure that the reading strategies are being utilized.	Johnson, Jewel	10/13/2014	DFA data along with lesson plan content will be checked as evidence that the reading strategies are being taught in the designated classes.	3/30/2015 biweekly
G2.MA1	Math exemplars and sample work from students will be collected. In addition, DFA data from questions aligned with specific concepts as they relate to 6/7/ 8th grade standards will also be reviewed.	Allred, Debra	10/6/2014	Student sample work from math class and data analysis information will be used/collected as evidence of progress toward meeting the goal.	5/25/2015 monthly
G2.B1.S1.MA1	The math teachers will be observed and will engage in feedback discussions as to the effectiveness of the class set-up/ schedule format.	Johnson, Jewel	10/24/2014	DFA data as aligned with specific concepts and skills related to math standards for 6th, 7th and 8th grades.	6/1/2015 quarterly
G2.B1.S1.MA1	Teacher lesson plans will be reviewed to ensure that math concepts from math class are reinforced in the Intensive Math class as well.	Allred, Debra	10/6/2014	Lesson plans.	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Increased student performance in teacher-graded essay scores and on quarterly formative assessments.	Johnson, Jewel	10/20/2014	Student writing samples and formative assessment data will be used as evidences of progress toward meeting the goal.	5/22/2015 monthly
G3.B3.S1.MA1	Providing quarterly opportunities for creating computer-generated writing.	Johnson, Jewel	10/23/2014	Student writing samples and scores on written assignments (accompanied with the grading rubrics) will serve as evidences of the effectiveness of the goal being implemented.	3/27/2015 quarterly
G3.B3.S1.MA1	A course was selected that will start computer literacy at the beginning of the middle school to teach software applications and keyboarding skills.	Johnson, Jewel	6/16/2014	The master Schedule, students schedules and teacher lesson plans are evidences of proper implementation.	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Develop students' textual awareness, to draw inferences and connect evidences, across the curriculum to increase school-wide reading gains for the lowest quartile of students and for students at each grade level.

G1.B1 Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility.

G1.B1.S1 Provide research on best practices in reading strategies

PD Opportunity 1

The Instructional Literacy Coach will assist teachers in science, social studies and elective classes by providing reading strategies that work (a series of featured reading techniques to be used in their classroom).

Facilitator

Bonnie Curran (Instructional Literacy Coach) and Gina Middaugh (Curriculum Resource Coordinator)

Participants

Science, Social Studies and Elective classes.

Schedule

Weekly, from 10/6/2014 to 12/15/2014

PD Opportunity 2

Provide professional development specific to reading strategies and include non-ELA teachers.

Facilitator

Bonnie Curran (Instructional Literacy Coach) and invited CAST Team Leaders.

Participants

All teachers.

Schedule

Weekly, from 10/13/2014 to 5/25/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Increase students' computer literacy so that they can express their writing abilities via technology during performance assessments.

G3.B3 ELA classes having enough teaching time to allot time in class for writing computer-generated pieces/essays.

G3.B3.S1 Increase the opportunities for students to use technology when creating written pieces/essays.

PD Opportunity 1

Incorporate lap top cart usage throughout the ELA department.

Facilitator

The Instructional Literacy Coach creates and manages the lap top cart check-out schedule.

Participants

ELA Department

Schedule

Monthly, from 9/25/2014 to 5/25/2015

Budget Rollup

Summary	
Description	Total
Goal 3: Increase students' computer literacy so that they can express their writing abilities via technology during performance assessments.	17,500
Grand Total	17,500

Goal 3: Increase students' computer literacy so that they can express their writing abilities via technology during performance assessments.		
Description	Source	Total
B3.S1.A1 - PTO Funded	Other	17,500
Total Goal 3		17,500