



## Sebastian Middle School

2955 LEWIS SPEEDWAY, St Augustine, FL 32084

<http://www-sms.stjohns.k12.fl.us>

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

55%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

22%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | C       | C       | B       | 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                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Sebastian Middle School's mission, along with the St. Johns County School District, is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

##### Provide the school's vision statement

Sebastian Middle School's vision is to cultivate high achieving, college and career ready students who excel in a complex and changing world.

#### School Environment

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

Sebastian Middle School serves a very diverse population and works diligently to know and develop relationships with all students. Staff regularly visits feeder elementary schools and invites incoming sixth grade students and parents twice per year to visit SMS and build relationships. Our guidance counselors process each student's cumulative record to learn about each student and provide information to teachers. Each student is assigned to a guidance counselor and to a homeroom teacher whom serves as a primary contact. SMS staff is encouraged to build positive relationships with all students in order to promote student success and receives periodic professional development on relationship strategies.

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

Sebastian Middle School follows all state and district regulations and guidelines regarding safety including have an Emergency Operations team and plan, conducting regular safety drills and monitoring all security systems in place. The St. Johns County School District believes that all students be afforded a setting that is safe, secure, and free from bullying and harassment of any kind. In compliance with Florida Statute 1006.147 and School Board Rule 3.21, the school district has adopted a comprehensive policy prohibiting bullying and harassment. SMS teaches, models and rewards the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

##### 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

At Sebastian Middle School we believe that everyone has the right and responsibility to achieve his or her educational best. To make this happen, everyone needs a safe and positive environment in which to learn. To be the best we can be, we will honor individual differences, clearly define expectations, hold each person accountable for his or her own behaviors, and teach and model positive behaviors. We Expect Students To:  
\*S – Show respect!



- \*O – Observe rules!
- \*A – Achieve Success!
- \*R – Ready to learn!

Sebastian Middle School meeting their expectations will be reinforced for positive behavior through one or more of the following honor point system, honor recognition, inclusion in school activities/ assemblies, enhanced self image and enhanced self respect.

Students not meeting their expectations will be encouraged to develop increased self control and improve their ability to make positive behavior choices through the school wide use of a discipline level system. The level system defines infractions and related consequences.

We believe consistency is key to helping students succeed. Using the St. Johns County School District's Code of Conduct, we have established a school wide Positive Behavior and Discipline Plan. The entire SMS staff received a full-day of middle school behavior training this summer to improve classroom management.

**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**

Sebastian Middle School guidance counselors meet with each grade level during the first month of school to assess needs and introduce themselves and services available.

ESE students with specific social-emotional needs are provided a social emotional class, mental health counseling by the SJCS and or a mentor.

**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     | 18          | 34 | 34 | 86    |
| One or more suspensions         | 9           | 52 | 48 | 109   |
| Course failure in ELA or Math   | 12          | 5  | 2  | 19    |
| Level 1 on statewide assessment | 37          | 50 | 40 | 127   |

*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 | 16          | 32 | 28 | 76    |

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

EWS students are reviewed weekly by the MTSS team. Each student with two or more indicators is assigned an adult mentor to check on the student regularly to encourage success.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176112>.

**Description**

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

**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**

Sebastian Middle School encourages community involvement in three ways:

School Advisory Council (SAC) -a diverse group of stakeholders (employees, parents, community members) of a school, established through Florida law, with the shared goal of increasing student achievement in a safe learning environment.

Parent Teacher Organization (PTO) - helps pull resources, ideas and volunteers to build a partnership between parents, businesses and the school.

Business Partners - are welcome and encouraged to support SMS through many means (donations of funds, equipment or supplies, sponsorships), volunteers and mentors.

**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                  |
|---------------------|------------------------|
| Battell, Kelly      | Principal              |
| Banton, Ted         | Assistant Principal    |
| Anderson, Katharine | Administrative Support |
| Sikes, Christine    | Instructional Coach    |
| McCullough, Emily   | Instructional Coach    |
| Fortune, Leanne     | Guidance Counselor     |
| Fusco, Angela       | Guidance Counselor     |
| Sharman, Pete       | Dean                   |
| Gullo, Melissa      | Psychologist           |

### Duties

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

Principal – Kelly Battell

Assistant Principal - Ted Banton

MTSS Facilitator - Katie Anderson

Instructional Literacy Coach - Christine Sikes

Math Coach - Emily McCullough

Guidance Counselors - Leanne Fortune & Angela Fusco

Dean - Pete Sharman

School Psychologist - Melissa Gullo

Responsibilities:

- Member of core team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

**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 SMS, we use the 4-step problem-solving model: 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.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted during and after the school day. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through staff development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide reading remediation during and after the school day.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (i.e. Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Nutrition Programs N/A

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education

District receives funds for CTE for the development of middle school career and technical tracts.

Job Training N/A

## **School Advisory Council (SAC)**

### **Membership**

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

| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Kelly Battell     | Principal                  |
| Sylvia Feijoo     | Teacher                    |
| Luie Hernandez    | Education Support Employee |
| Marilee Churchill | Teacher                    |
| Kathy Hayward     | Parent                     |
| Heather Hagy      | Teacher                    |
| Richard Flores    | Parent                     |

**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*

The previous years school improvement plan was presented along with most recent school achievement data at the first meeting of the school year. Changes in state standards and testing were addressed in the discussion of the plan.

*Development of this school improvement plan*

SAC is key in the development of the annual school improvement plan and reviews the plan monthly.

*Preparation of the school's annual budget and plan*

Based on Needs Assessment Staff survey, the SAC meets to review needs and prepare the budget.

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

School improvement funds will be used to purchase materials and trainings that support AVID (Advancement Via Individual Determination).

**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               |
|----------------------|---------------------|
| Battell, Kelly       | Principal           |
| Banton, Ted          | Assistant Principal |
| Sikes, Christine     | Instructional Coach |
| Badger, Kristin      | Instructional Media |
| Churchill, Marilee   | Teacher, K-12       |
| Feijoo, Sylvia       | Teacher, K-12       |
| Granovski, Christine | Teacher, K-12       |
| Hensel, Kathy        | Teacher, K-12       |
| Pardo, Marta         | Teacher, ESE        |

### Duties

#### ***Describe how the LLT promotes literacy within the school***

LLT team will continue to promote school-wide AVID WICOR strategies: writing, inquiry, collaboration, organization and reading professional development and classroom implementation with a special emphasis on our level 1 and 2 readers.

### 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 core teachers teaching the same subject have weekly common planning to work as a PLC. Each PLC will write common assessments - formative & summative, look at student data, and plan instruction.

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

1. Utilization of district JOBS program to recruit and hire (principal)
2. Regular meetings of new teachers (assistant principal)
3. Partnering new teachers with veteran staff (department chairs)
4. Content area collaboration (department chairs)
6. Peer evaluator system (SJCS D)

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

The SJCS D holds a two-day new teacher orientation before school starts and holds (voluntary) monthly professional development for all new teachers. The district also assigns every new teacher to a peer evaluator who observes and discusses improvements to classroom and instructional practices. At the school level, we pair new teachers with their department chair who mentors them throughout the year. The department collaborates together and shares/models best practices. The assistant principal meets monthly and as needed to touch base with new teachers.

### 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**

Students who scored a level 1 on the FCAT Reading last year are placed in Intensive Reading which is double-blocked with a language arts class (6th and 8th grade) and social studies (6th 7th grade). For 8th grade this looks like a traditional IR class. Both of the double-periods are taught by the same teacher who is certified in the subject area (language arts or social studies) and reading.

Students who scored a level 2 on the FCAT reading last year are placed in a Content-Area Reading class (science or social studies) with a certified CARpd teacher.

Students who scored a level 1 or 2 in math are placed in leveled math classes in order to maximize their needs.

Teachers have been trained to use high-yield instructional strategies, to look at data and to differentiate instruction for their students. Teachers have common planning with their PLC, so there is time to accomplish this task.

**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:**

Eagle Vision is an after-school remediation/recovery program held on Tuesdays and Thursdays, from 2-3:30pm. This time allows for tutoring and grade recovery. An activity bus is provided for transportation.

**Strategy Rationale**

To help those students who have fallen behind due to attendance, discipline or academic issues.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Battell, Kelly, kelly.battell@stjohns.k12.fl.us

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

Participation rosters, grades, and testing scores.

**Strategy: After School Program**

**Minutes added to school year:**

Professional Development/Collaboration

**Strategy Rationale**

To give teachers time to work with district and school level personnel and their peers to improve instruction without having or paying for substitutes.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Battell, Kelly, kelly.battell@stjohns.k12.fl.us

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

Common assessments, lesson plans, student data.

**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**

In January, we hold a 5th grade Night inviting incoming 5th graders and their parents to an evening of "About SMS". We offer an information session for parents, a scavenger hunt for students, meet-the-teachers and see-the-classrooms tour, along with an ice cream social. In May, we invite our 5th



graders over for another tour during the school day.

Both events are designed to alleviate fears and answer questions about the transition to middle school. In addition, we send out a summer newsletter and a welcome letter to 5th grade families.

### 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions
- G2.** To increase overall student achievement in the area of reading.
- G3.** To increase overall student achievement in the area of math.

## 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. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions** 1a

G036280

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 10.0          |

**Resources Available to Support the Goal** 2

- MTSS, Teacher Mentors, Truancy Department

**Targeted Barriers to Achieving the Goal** 3

- Communication with and involvement of parents regarding truancy issues.
- Incentive for students to improved attendance.

**Plan to Monitor Progress Toward G1.** 8

increased parent communication and decreased truancy rates

**Person Responsible**

Kelly Battell

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

parent communication records, absentee, tardy and suspension rates.

**G2. To increase overall student achievement in the area of reading.** 1a

G036281

**Targets Supported** 1b

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 74.0          |

**Resources Available to Support the Goal** 2

- Professional Development
- Master Schedule

**Targeted Barriers to Achieving the Goal** 3

- level of rigor
- level of engagement

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

school-wide data

**Person Responsible**

Kelly Battell

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Grades, state assessment scores, acceleration rates

**G3. To increase overall student achievement in the area of math.** 1a

G036282

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 68.0          |

**Resources Available to Support the Goal** 2

- Math Coach
- Master Schedule

**Targeted Barriers to Achieving the Goal** 3

- level of rigor
- level of engagement

**Plan to Monitor Progress Toward G3.** 8

test scores, grades and statewide assessment data

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

**Evidence of Completion**

student achievement

## 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.** Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions **1**

 G036280

**G1.B1** Communication with and involvement of parents regarding truancy issues. **2**

 B086838

**G1.B1.S1** Make frequent contact with parents regarding absenteeism and tardies **4**

 S097547

### Strategy Rationale

Parent involvement is crucial to a student's success in school. Sometimes just making them aware of the policies and efforts on behalf of the school can make an improvement.

### Action Step 1 **5**

Alert Now system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with 15 days of absences. The dean will speak with parents of students who are suspended.

### Person Responsible

Kelly Battell

### Schedule

Weekly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Attendance records and contact records.

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

MTSS review

**Person Responsible**

Kelly Battell

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

attendance and suspension data and contact records

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

Weekly MTSS review of data.

**Person Responsible**

Kelly Battell

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

attendance, tardy and suspension rates

**G1.B2** Incentive for students to improved attendance. 2

B107892

**G1.B2.S1** Teachers mentors for students who have been identified as off track with attendance and or suspensions from school. 4

S119521

**Strategy Rationale**

Mentors can establish a line of communication and build a solid foundation of trust with students which will inspire them to make good, solid decisions and build their self-esteem and self-confidence.

**Action Step 1** 5

Students off track with attendance and/or suspensions will be assigned a teacher mentor.

**Person Responsible**

Kelly Battell

**Schedule**

Weekly, from 9/15/2014 to 6/4/2015

***Evidence of Completion***

Attendance and suspension data.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teacher mentors will keep track of mentoring sessions.

**Person Responsible**

Kelly Battell

**Schedule**

Monthly, from 9/15/2014 to 6/4/2015

***Evidence of Completion***

Mentoring logs.



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Admin meetings with teacher mentors and review of mentoring logs.

**Person Responsible**

Kelly Battell

**Schedule**

Monthly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Attendance and suspension data.

**G1.B2.S2 Master schedule change to seven-period day (as opposed to alternating block).** 4

 S119576

**Strategy Rationale**

Struggling students find it hard to focus and be successful in 90-minute classes and with an alternating day schedule, struggling students had least favorite days they tended to be absent on.

**Action Step 1** 5

The master schedule was changed to a seven period day.

**Person Responsible**

Kelly Battell

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Master schedule, attendance data

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Master schedule evidence.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

***Evidence of Completion***

Master schedule, attendance data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Comparison of previous year's data to this year's.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

***Evidence of Completion***

Attendance and suspension data.

**G2. To increase overall student achievement in the area of reading. 1**

G036281

**G2.B1 level of rigor 2**

B086839

**G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide. 4**

S097548

**Strategy Rationale**

The AVID curriculum supports reading through the use of  
Deep Reading Strategies  
Note-Taking  
Graphic Organizers  
Vocabulary Building  
Summarizing  
Reciprocal Teaching

**Action Step 1 5**

WICOR professional development provided monthly to all instructional staff  
select staff are invited to attend the annual AVID summer conference paid by Title 1 funds

**Person Responsible**

Kelly Battell

**Schedule**

On 6/30/2015

**Evidence of Completion**

inservice logs

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

classroom observations

**Person Responsible**

Kelly Battell

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

teacher evaluations

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

student achievement

**Person Responsible**

Kelly Battell


**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**


grades, progress monitoring, state and district exam results

**G2.B2 level of engagement** 2

 B108117

**G2.B2.S1** Change master schedule to a seven-period day as opposed to a alternating block schedule.

4

 S119591

**Strategy Rationale**

Struggling students find it hard to focus and be successful in 90-minute classes. Having shorter classes everyday will provide stronger reinforcement of concepts.

**Action Step 1** 5

A master schedule with shorter classes every day will be implemented for the 2014-15 school year.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

**Evidence of Completion**

Reading grades and state assessment scores.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Master schedule evidence.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

***Evidence of Completion***

Reading grades and state assessment data.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Comparison to previous year's data.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

***Evidence of Completion***

Reading grades and state assessment data.

**G3.** To increase overall student achievement in the area of math. 1

G036282

**G3.B1** level of rigor 2

B086840

**G3.B1.S1** Professional development and resources aligned to standards-based assessment and higher level questioning. 4

S097549

**Strategy Rationale**

Math coach will be able to provide one on one assistance to math teachers, including developing, modeling and evaluating effective math lessons.

**Action Step 1** 5

Math collaboration meetings.

**Person Responsible**

Emily McCullough

**Schedule**

Weekly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

assessments

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Bi-weekly meetings with math coach, classroom observations

**Person Responsible**

Kelly Battell

**Schedule**

Biweekly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Math coach reports, teacher evaluations

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Math coach

**Person Responsible**

Kelly Battell


**Schedule**

Monthly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

math grades and state assessment scores

**G3.B2 level of engagement** 2

 B108126

**G3.B2.S1** Change master schedule to a seven-period day as opposed to an alternating block schedule.

4

 S119708

**Strategy Rationale**

Struggling students find it hard to focus and be successful in 90-minute math classes. Having shorter math classes every day will provide daily reinforcement of concepts.

**Action Step 1** 5

A master schedule with shorter classes every day will be implemented for the 2014-15 school year.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

**Evidence of Completion**

Master schedule

**Action Step 2** 5

A master schedule with shorter classes every day will be implemented for the 2014-15 school year.

**Person Responsible**

Kelly Battell

**Schedule**

On 6/4/2015

***Evidence of Completion***

Master schedule

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Comparison to previous year's data.

**Person Responsible**

Kelly Battell

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Math grades and state assessment data.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Student achievement comparisons.

**Person Responsible**

Kelly Battell

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Math grades and state assessment data.

**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  | Alert Now system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with 15 days of absences. The dean will speak with parents of students who are suspended. | Battell, Kelly    | 8/18/2014                     | Attendance records and contact records.                             | 6/4/2015 weekly    |
| G2.B1.S1.A1  | WICOR professional development provided monthly to all instructional staff select staff are invited to attend the annual AVID summer conference paid by Title 1 funds  | Battell, Kelly    | 8/12/2014                     | inservice logs  | 6/30/2015 one-time |
| G3.B1.S1.A1  | Math collaboration meetings.   | McCullough, Emily | 9/15/2014                     | assessments   | 6/4/2015 weekly    |
| G1.B2.S1.A1  | Students off track with attendance and/or suspensions will be assigned a teacher mentor.   | Battell, Kelly    | 9/15/2014                     | Attendance and suspension data.                                     | 6/4/2015 weekly    |
| G1.B2.S2.A1  | The master schedule was changed to a seven period day.   | Battell, Kelly    | 8/18/2014                     | Master schedule, attendance data                                    | 6/4/2015 daily     |
| G2.B2.S1.A1  | A master schedule with shorter classes every day will be implemented for the 2014-15 school year.  | Battell, Kelly    | 8/18/2014                     | Reading grades and state assessment scores.                         | 6/4/2015 one-time  |
| G3.B2.S1.A1  | A master schedule with shorter classes every day will be implemented for the 2014-15 school year.  | Battell, Kelly    | 8/18/2014                     | Master schedule   | 6/4/2015 one-time  |
| G3.B2.S1.A2  | A master schedule with shorter classes every day will be implemented for the 2014-15 school year.  | Battell, Kelly    | 8/18/2014                     | Master schedule   | 6/4/2015 one-time  |
| G1.MA1       | increased parent communication and decreased truancy rates   | Battell, Kelly    | 8/18/2014                     | parent communication records, absentee, tardy and suspension rates. | 6/4/2015 weekly    |
| G1.B1.S1.MA1 | Weekly MTSS review of data.  | Battell, Kelly    | 8/18/2014                     | attendance, tardy and suspension rates                              | 6/4/2015 weekly    |
| G1.B1.S1.MA1 | MTSS review  | Battell, Kelly    | 8/18/2014                     | attendance and suspension data and contact records                  | 6/4/2015 weekly    |
| G1.B2.S1.MA1 | Admin meetings with teacher mentors and review of mentoring logs.  | Battell, Kelly    | 9/15/2014                     | Attendance and suspension data.                                     | 6/4/2015 monthly   |
| G1.B2.S1.MA1 | Teacher mentors will keep track of mentoring sessions.   | Battell, Kelly    | 9/15/2014                     | Mentoring logs.   | 6/4/2015 monthly   |
| G1.B2.S2.MA1 | Comparison of previous year's data to this year's.   | Battell, Kelly    | 8/18/2014                     | Attendance and suspension data.                                     | 6/4/2015 one-time  |
| G1.B2.S2.MA1 | Master schedule evidence.  | Battell, Kelly    | 8/18/2014                     | Master schedule, attendance data                                    | 6/4/2015 one-time  |
| G2.MA1       | school-wide data   | Battell, Kelly    | 8/18/2014                     | Grades, state assessment scores, acceleration rates                 | 6/4/2015 monthly   |
| G2.B1.S1.MA1 | student achievement  | Battell, Kelly    | 8/18/2014                     | grades, progress monitoring, state and district exam results        | 6/5/2015 quarterly |
| G2.B1.S1.MA1 | classroom observations   | Battell, Kelly    | 8/18/2014                     | teacher evaluations   | 6/4/2015 biweekly  |
| G2.B2.S1.MA1 | Comparison to previous year's data.  | Battell, Kelly    | 8/18/2014                     | Reading grades and state assessment data.                           | 6/4/2015 one-time  |
| G2.B2.S1.MA1 | Master schedule evidence.  | Battell, Kelly    | 8/18/2014                     | Reading grades and state assessment data.                           | 6/4/2015 one-time  |
| G3.MA1       | test scores, grades and statewide assessment data  | Battell, Kelly    | 9/15/2014                     | student achievement   | 6/4/2015 one-time  |
| G3.B1.S1.MA1 | Math coach   | Battell, Kelly    | 9/15/2014                     | math grades and state assessment scores                             | 6/4/2015 monthly   |
| G3.B1.S1.MA1 | Bi-weekly meetings with math coach, classroom observations   | Battell, Kelly    | 9/15/2014                     | Math coach reports, teacher evaluations                             | 6/4/2015 biweekly  |

| Source       | Task, Action Step or Monitoring Activity | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|--|----------------|-------------------------------|--|--------------------|
| G3.B2.S1.MA1 | Student achievement comparisons.         | Battell, Kelly | 8/18/2014                     | Math grades and state assessment data. | 6/4/2015 quarterly |
| G3.B2.S1.MA1 | Comparison to previous year's data.      | Battell, Kelly | 8/18/2014                     | Math grades and state assessment data. | 6/4/2015 quarterly |

**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.** Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

**G1.B2** Incentive for students to improved attendance.

**G1.B2.S1** Teachers mentors for students who have been identified as off track with attendance and or suspensions from school.

### PD Opportunity 1

Students off track with attendance and/or suspensions will be assigned a teacher mentor.

#### Facilitator

Guidance department

#### Participants

Teacher mentors

#### Schedule

Weekly, from 9/15/2014 to 6/4/2015

**G2.** To increase overall student achievement in the area of reading.

**G2.B1** level of rigor

**G2.B1.S1** Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide.

### PD Opportunity 1

WICOR professional development provided monthly to all instructional staff select staff are invited to attend the annual AVID summer conference paid by Title 1 funds

#### Facilitator

ILC

#### Participants

all teachers

#### Schedule

On 6/30/2015

**G3.** To increase overall student achievement in the area of math.

**G3.B1** level of rigor

**G3.B1.S1** Professional development and resources aligned to standards-based assessment and higher level questioning.

**PD Opportunity 1**

Math collaboration meetings.

**Facilitator**

Math coach

**Participants**

Math teachers

**Schedule**

Weekly, from 9/15/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description  | Total          |
|--|----------------|
| <b>Goal 1:</b> Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions | 63,784         |
| <b>Goal 2:</b> To increase overall student achievement in the area of reading.   | 31,587         |
| <b>Goal 3:</b> To increase overall student achievement in the area of math.  | 67,072         |
| <b>Grand Total</b>   | <b>162,443</b> |

### Goal 1: Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

| Description   | Source | Total         |
|---|--------|---------------|
| <b>B1.S1.A1</b> - SAR (At Risk) funds were used to hire a testing coordinator in order to free up guidance counselors to work with struggling students. | Other  | 63,784        |
| <b>Total Goal 1</b>   |        | <b>63,784</b> |

### Goal 2: To increase overall student achievement in the area of reading.

| Description   | Source | Total         |
|---|--------|---------------|
| <b>B1.S1.A1</b> - SAR (At Risk) Funds were used to hire a paraprofessional to work with our Intensive Reading classes and to support our afterschool remediation program. | Other  | 31,587        |
| <b>Total Goal 2</b>   |        | <b>31,587</b> |

### Goal 3: To increase overall student achievement in the area of math.

| Description  | Source | Total         |
|--|--------|---------------|
| <b>B1.S1.A1</b> - SAI funds were used to hire a math teacher and buy math resources to support our struggling math students. | Other  | 67,072        |
| <b>Total Goal 3</b>  |        | <b>67,072</b> |