

J. E. B. Stuart Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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
Focus	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 J.E.B. Stuart Middle School is to achieve an education standard of excellence as our chief priority for all students. To accomplish this goal, we will provide a calm, safe, and respectful school climate. Working in collaboration, the faculty, staff, parents and community will ensure that all students achieve their academic, social, and physical potential to become productive citizens and lifelong learners.

Provide the school's vision statement

J.E.B. Stuart Middle School will provide an engaging curriculum that will motivate students to reach their full potential in a safe, nurturing environment.

School Environment

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

The diversity of the faculty reflects the diversity among the student body, which helps in establishing empathy between students and their teachers. In daily conversations, teachers learn about the cultures of the students. Through thoughtful use of elements of STOIC planning, teachers establish positive relationships with students.

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

The school promotes positive behavior through positive interactions with students. Places are designated where students may report upon arrival to campus. Supervision is provided according to district policy. J.E.B. Stuart Middle School is implementing restorative justice and other intervention programs to enhance student safety and help students work through conflicts in respectful ways.

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

J.E.B. Stuart Middle School utilizes the Foundations and CHAMPs behavior management system to communicate clear, consistent expectations for student behavior in the classroom and public areas. Administrators and instructional coaches have received training in these systems to train, reinforce, and support teachers in utilizing these systems. The school has implemented the new Student Code of Conduct, which clarifies misbehaviors and provides a template for consequences that provides for consistency within the school and across the school district. Disciplinary incidents are referred to the Dean of Students, who investigates, talks to the students, communicates with parents, and assigns consequences. The Dean chairs a committee of teachers, which is supported by District specialists, to monitor the behavioral system.

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

J.E.B. Stuart Middle School has a Guidance Department, with two School Counselors, who determine needs and direct students and families to services, both from the school district and from community agencies. We are a Full Service school, a community program that will work with families and arrange for counseling, support, and other social services that they identify. Communities in Schools keeps full-time personnel (student advocate, family advocate) to carry out the Achievers for Life program by identifying children at-risk of failure and providing for their needs.

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

Progress monitoring uses these factors to identify students at-risk of failure:

1. Attendance below 90%.
2. One or more suspensions.
3. Course failure in English Language Arts or mathematics.
4. Level 1 scores in reading or mathematics on the statewide, standardized assessments.

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	0	0	0	
One or more suspensions	143	156	153	452
Course failure in ELA or Math	11	1	0	12
Level 1 on statewide assessment	123	84	125	332

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	49	37	46	132

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

J.E.B. Stuart Middle School uses the Rtl (also known as MTSS) problem-solving process to provide the appropriate interventions. Administrators and instructional coaches monitor identified students for academic progress and work with teachers to provide the appropriate interventions. Students are referred to Achievers for Life if they meet the criteria for participation in the program. Parents are encouraged to enroll their children in Team-Up, an after-school program that provides academic support.

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/222810>.

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

J.E.B. Stuart Middle School has identified school personnel to reach out to local community businesses and institutions to form partnerships. In the past, our partners have supported our fundraising efforts and provided goods and services to support the school mission and provide student incentives.

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
Milliner Smith, Sadie	Principal
	Assistant Principal
Griffin, Albert	Dean
Ahearn, Kay	Instructional Coach
Sampson, Gregory	Instructional Coach
Wade, Tandra	Other
Jefferson, Lisa	Assistant Principal
Platts, Shawn	Assistant Principal

Duties

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

Sadie Milliner-Smith, Principal, is the instructional leader of the school.

Shawn Platts, Assistant Principal Curriculum, 7th grade and 6th grade boys, assists the principal in carrying out the instructional mission of the school.

Lisa Jefferson, Assistant Principal, 8th grade and 6th grade girls, assists the principal in carrying out the instructional mission of the school.

Albert Griffin, Dean of Students, supports instruction through Positive Behavioral Support systems and leads the RtI(MTSS) team.

Kay Ahearn, Reading/Literacy Coach, focuses on instruction in ELA & Reading as well as supporting reading and writing in all content areas.

Gregory Sampson, Math Coach, focuses on instruction in Mathematics.

Tandra Wade, Test Chair, supports instruction by coordinating state, district, and school-wide assessments.

Avis Collier, Science Department Chair, leads instruction for Science.

Barbara. Craig, Electives Chair, represents our art, music, Spanish, Transitions, theater, and P.E. teachers.

Dana Chlebowski-Smith, Social Studies Chair, leads instruction for Social Studies.

Derek Proffitt, Math teacher, represents mathematics.

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

The Leadership Team meets every other week. Team members are responsible for bringing input from stakeholders and for reporting back to same. The Leadership Team works with the bookkeeper to identify sources of funds which can be used for school initiatives. The Leadership Team works from school data to identify opportunities and challenges to apply resources for the highest impact. Shared Decision Making Committee meets monthly to discuss issues of concern. Employees are able to submit agenda items to the SDM subcommittee that creates the agenda for each meeting. The Leadership Team also submits agenda items when a Shared Decision Making consensus is needed. The Rtl (MTSS) team meets monthly to monitor the process of referral, data gathering, program of interventions, and progress monitoring of students identified for Tier 2 and Tier 3 intervention. The Rtl team maintains a roster of personnel available to undertake an intervention based upon identified student barriers to success. The Rtl team consists of A. Griffin, L. Jefferson, R. McGill, D. Peterson, B. Taylor, and D. Arterberry, M. Pratt.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Laura Flores-Ruiz	Parent
Sadie Milliner-Smith	Principal
Wendy Galpin	Parent
Evelyn Morales	Parent
Marquez Smiley	Student
Avis Collier	Teacher
Derek Proffitt	Education Support Employee
Evangeria Burton	Business/Community
Carolyn Jones	Business/Community

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 evaluates the efficacy of the prior year's school improvement plan as part of its review and contribution to the development of the new plan. SAC monitors school improvement as part of its monthly meetings.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Budget information is conveyed to SAC when it is received from the District. Feedback from SAC members is submitted to the District by the principal.

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

School improvement funds were not disbursed last year. The funds remain available to the school and will be utilized in this year's plan.

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

Due to the early deadline of this plan, J.E.B. Stuart Middle School has not completed the organization of the 2014-2015 SAC. The process will be complete before September 30, 2014 and the school will be in compliance.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Ahearn, Kay	Instructional Coach
Anders, Marcoln	Teacher, K-12
Arterberry, Diedrich	Teacher, K-12
Clark, Ashley	Teacher, K-12
Lucas, Rachel	Teacher, K-12
Jefferson, Lisa	Assistant Principal
Smith, Deborah	Teacher, K-12
Milliner Smith, Sadie	Principal
Platts, Shawn	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The goals of the Literacy Leadership Team are to improve student performance in all AMO subgroups and to promote literacy skills across all content areas. The team members are K. Ahearn, L. Jefferson, D. Arterberry, M. Anders, A. Clark, C. Fowler, and R. Lucas and participation in team meetings is open to all interested faculty members who would like to also serve. The LLT meets monthly to review data and plan next steps. The team promotes increased reading and writing time on task daily in all classrooms. Reading and writing will be supported with school-wide research based reading and writing strategies implemented across the curriculum. Sources include CRISS, CAR-PD, "Just Read, FL" and "Read it Forward, Jax.". The team will lead the promotion of literacy across all content areas by providing activities, incentives and campaigns that promote reading, writing, listening, viewing, and speaking. Additionally, independent literacy will be promoted via student-selected novels through Scholastic Book Clubs, Celebrate Literacy Week, and Just Read, Florida (FLDOE literacy initiative).

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

J.E.B. Stuart Middle School aligned teachers' planning periods in the master schedule to enable teachers from the same grade level and content area to meet during the school day to plan lessons together, review student data, design common assessments, and discuss common challenges. Early Dismissal Wednesdays will be utilized as much as possible for all teachers from content areas to collaborate and establish vertical articulation throughout the school. Common Planning sessions are scheduled for each Tuesday, whereby teachers can gather from different content areas and work together for school improvement and student achievement.

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

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

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

Monthly meetings are held for mentor support. During the meetings topics such as observation cycles, resources and best practices are discussed and planned for implementation. Mentor teachers are all CET trained and are paired using a variety of requirements such as academic subject, years teaching, mentor strengths (classroom management, use of technology). Other teachers on campus will be utilized for focus observations depending on the need of the new teacher (classroom management, student engagement, lesson design, etc.).

Select mentors will be attending the "Foundations of Mentoring" training offered through the PD Dept and bringing those practices back to share at the school level.

Mentors are recruited based upon CET completion, invited to participate as mentors for new teachers. Teachers are also recruited based upon principal recommendation. Mentors will be recognized during a luncheon to be held annually.

The eight mentees are second-year teachers (including two Teach for America instructors). Planned mentoring activities include monthly MINT meetings to discuss content-specific best practices, as well as classroom management strategies.

Mentor, Mentee
D. Clarke, A. Collier
J. Devaughn, M. Anders
A. Booker, A. Clark
G. Bradley, N. Guin
D. Chlebowski-Smith, L. Kowkabany
G. Sampson, J. Edwards
B. Taylor, S. Fedewa
R. McGill, D. Proffitt

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

The District chooses instructional programs and materials that have been approved by the Florida Department of Education as meeting Florida standards. These instructional materials are purchased by the District and delivered to the schools. J.E.B. Stuart Middle School uses the materials that the District adopts through its processes.

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

J.E.B. Stuart Middle School uses data from statewide and district assessments, pupil progression, and student course history to place students into the correct mathematics class. As part of their instruction, math students take readiness assessments via the online component of the math curriculum, which assigns them a study path for individual work. Delivery of instruction is accommodated according to IEPs or 504 plans for the relevant students. Instructional goals are modified if the IEP specifies that the student is on access points. Students whose academic and assessment performance indicate a need for enrichment take a second class to receive the additional support through a different curriculum.

Administrators use appropriate available data to identify the diverse needs of their students for reading placement: state FCAT Reading Level scores and DSS scores, Lexile scores from Achieve3000, and SRA placement scores. Students scoring in FCAT Reading Level One and Level Two, not reading at grade level are scheduled for intensive reading classes. Students scoring Level Three to Five and Level Two but reading on grade level, are scheduled into Advanced Enrichment reading classes. Additionally, within the classroom, teachers will utilize DAR scores and CGA scores to modify and differentiate instruction. Delivery of instruction is also accommodated according to IEPs or 504 plans for the relevant students. Instructional goals are modified if the IEP specifies that the student is on access points.

Data is collected for students who might be identified as Tier 2 or Tier 3 students under the RtI process. The school uses the data to create intervention goals, pathways, and monitoring.

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: 9,000

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

Strategy Rationale

The after-school program provides a safe place for students and provides extra academic support as well as developing students' social skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Milliner Smith, Sadie, milliner-s@duvalschools.org

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

Student attendance and participation, academic performance: grades and assessments.

Strategy: Extended School Day

Minutes added to school year: 6,720

Course recovery: The extended learning program will be offered to students who have failed 6th or 7th grade core classes and need to receive credit for a passing grade to maintain progress toward high school. Students will spend 2 hours a day for 2 days for 14 weeks on a Tuesday-Thursday or Monday-Wednesday schedule.

Strategy Rationale

Prevent retention in middle school at the end of the student's third year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Milliner Smith, Sadie, milliner-s@duvalschools.org

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

Student assessment data.

Strategy: Extended School Day

Minutes added to school year: 0

Teachers provide individual student tutoring according to need and student requests. Tutoring takes place before or after school as teachers individually choose days and times. This is a voluntary activity that teachers add to their strategies for student learning. Teachers review student data throughout the year and reach out to parents to recommend tutoring where needed.

Strategy Rationale

Teacher tutoring remediates student difficulties with course content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Assignment and test grades.

Strategy: Weekend Program

Minutes added to school year: 1,800

Students attend a morning program of academic work in reading, math, and science/social studies for 10 Saturdays during the months of January - April. Lessons are created by district specialists and delivered by certificated teachers.

Strategy Rationale

Saturday school helps students progress toward achieving proficiency with Florida standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Statewide assessment performance data.

Strategy: Summer Program

Minutes added to school year: 7,200

Team-Up provides a summer camp program in which students receive four hours of enrichment in academics over the summer. Students also participate in afternoon recreational and social activities.

Strategy Rationale

Summer camp prevents the summer slump during which student retention of learning declines.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Milliner Smith, Sadie, milliner-s@duvalschools.org

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

Student performance in the ensuing school year will be analyzed for the effectiveness of the program.

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

Incoming sixth grade students who are performing below expectations are enrolled in an elective class, Transitions, to help them learn how to meet the expectations of the middle school level. Transitions class also helps the students become accustomed to the intense social environment of the middle years and how to successfully navigate the many changes occurring at this time. Eighth grade students and their families are invited to late fall, evening programs to become aware of the transition to high school, graduation (12th grade) and promotion (8th grade) requirements, and the choices available to them via the district's magnet and choice themes. In the Spring, high schools visit J.E.B. Stuart Middle School to meet with students and help them transition to an increased level of responsibility and expectations at the high school level.

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.** Goal 1: To establish a safe and civil school that promotes cultural awareness and personal accountability.

- G2.** Goal 2: To improve student academic proficiency in all content areas through improved instructional practices.

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. Goal 1: To establish a safe and civil school that promotes cultural awareness and personal accountability. 1a

G037082

Targets Supported 1b

Indicator	Annual Target
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Discipline incidents

Resources Available to Support the Goal 2

- Code of Conduct
- Foundations Team
- CHAMPs
- School Wide Positive Behavior Plan
- Guidance
- Full Service Schools
- Achievers for Life
- Team Up
- PTSA/Parents/SAC

Targeted Barriers to Achieving the Goal 3

- Lack of consistent implementation of school wide rituals and routines.
- Teachers misunderstanding of the progressive discipline process
- Lack of consistency in processing discipline referrals.
- Lack of parental support

Plan to Monitor Progress Toward G1. 8

Administrators will review data from campus and classroom observations, discipline reports, student and faculty surveys to monitor progress toward goals.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Campus and classroom observations Discipline reports Student and faculty surveys

G2. Goal 2: To improve student academic proficiency in all content areas through improved instructional practices. 1a

G037083

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	65.0
AMO Math - All Students	57.0
Math Gains	55.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Instructional materials: textbooks and supplementary workbooks, SRA Corrective Reading materials and Teacher Edition software, Curriculum Guide novels, Write to Learn, Achieve3000, Carnegie, and Digits
- Number of enrichment classes built into the master schedule for ELA/reading and Mathematics.
- Additional support provided by ESE facilitators, instructional coaches, and district specialists.
- Guidelines and best practices for Shared Inquiry, Socratic Seminar, Collaborative Learning, Interactive Journals and Comprehension Instructional Sequence.

Targeted Barriers to Achieving the Goal 3

- Lessons do not engage students in appropriately rigorous content.
- Students do not take ownership of their learning as evidenced by lack motivation and effort, thoughtful dialogue, and collaboration with peers.
- Students lack the skills to communicate their understanding well via writing and discourse.

Plan to Monitor Progress Toward G2. 8

Administrators and coaches will progress monitor data from walk-throughs, CGAs, SRA mastery tests, Achieve3000, and Write to Learn for reading and writing. For math, progress monitoring data will come from walk-throughs, CGAs, Digits, and Carnegie.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Focus walk data Assessment scores Coaching logs

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. Goal 1: To establish a safe and civil school that promotes cultural awareness and personal accountability.


1

 G037082

G1.B1 Lack of consistent implementation of school wide rituals and routines. **2**

 B089022

G1.B1.S1 Provide professional development on school wide expectations, school wide positive behavior management plan, rituals and routines. **4**

 S099653

Strategy Rationale

To actively promote and maintain a safe, respectful and orderly learning environment for all students and staff.

Action Step 1 **5**

Provide professional development on school wide expectations, positive behavior plan, rituals and routines.

Person Responsible

Sadie Milliner Smith

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations.

Action Step 2 5

Provide school wide movement training by the Foundations Team

Person Responsible

Albert Griffin

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Observation of orderly student transition and staff supervision. Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations.

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

Administrators will progress monitor implementation of positive behavior plans, classroom rituals and routines, and school wide movement.

Person Responsible

Sadie Milliner Smith

Schedule

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

Evidence of Completion

Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet

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

Administrators will progress monitor discipline data.

Person Responsible


Schedule

Monthly, from 8/11/2014 to 6/5/2015


Evidence of Completion

Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet

G1.B2 Teachers misunderstanding of the progressive discipline process 2

 B089023

G1.B2.S1 Provide training on the progressive discipline process. In addition, we will provide the appropriate guidelines to teachers that will help them complete student discipline referrals. 4

 S099654

Strategy Rationale

By teacher understanding the process and procedures of progressive discipline along with effectively writing a discipline referral a more positive school culture will result.

Action Step 1 5

Provide training on progressive discipline plan and referral writing guidelines.

Person Responsible

Shawn Platts

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Discipline reports

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

The discipline team will meet monthly to provide feedback on school wide discipline. To support the fidelity of implementation of the progressive discipline plan and referral writing administration will provide professional development as needed.

Person Responsible

Albert Griffin

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data from discipline report parent contact log Team meetings agendas and minutes
Discipline referrals

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

Administrators will progress monitor discipline data and provide teacher conferences as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 8/6/2014 to 6/5/2015


Evidence of Completion

Discipline reports Teacher contact logs

G1.B3 Lack of consistency in processing discipline referrals. 2

 B089090

G1.B3.S1 Administrators will meet with teachers and share discipline reports and be available for team meetings to address concerns. 4

 S099975

Strategy Rationale

To be transparent in helping teachers understand the student code of conduct which will clarify any misconceptions they may have about the discipline process.

Action Step 1 5

Share discipline reports with faculty and staff.

Person Responsible

Albert Griffin

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Discipline reports Team agendas and minutes from meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Share discipline report

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Discipline reports Team agendas and minutes from meetings.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Progress monitor discipline reports

Person Responsible

Sadie Milliner Smith

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Discipline reports Team agendas and minutes from meetings.

G2. Goal 2: To improve student academic proficiency in all content areas through improved instructional practices. 1

G037083

G2.B1 Lessons do not engage students in appropriately rigorous content. 2

B089024

G2.B1.S1 Implement instructional lessons that promote student engagement and encourage participation in appropriately challenging, high quality, and grade level content and material. 4

S099655

Strategy Rationale

Students need to be authentically and actively involved in their learning. Teachers need to select resources that are at the appropriate cognitive complexity to meet grade level standards and plan tasks that are focused and purposeful to address key concepts, vocabulary, and quality student outputs.

Action Step 1 5

Provide professional development on lesson planning, and resource selection, based on Florida State Standards, cognitive complexity, grade level guidelines, and district frameworks and curriculum guides.

Person Responsible

Schedule

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

Evidence of Completion

Classroom observations and walk-throughs Agendas, attendance, lesson plans Student work Coaching logs

Action Step 2 5

Provide common planning sessions at least once a week for Math, ELA, Reading, Social Studies, and Science to collaboratively develop focused and purposeful lessons that engage students and address key concepts, academic vocabulary, and quality student work, based on the curriculum guides, FSS, grade level texts, and instructional frameworks.

Person Responsible

Gregory Sampson

Schedule

Weekly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Classroom observations and walk-throughs Agendas, attendance, lesson plans Student work Coaching Logs

Action Step 3 5

Provide Intensive Coaching Cycle (ICC) support to individual teachers or teacher teams as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Observations and walk-through documentation Coaching Logs Lesson plans ICC notes

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

Administrators and coaches will conduct focus walks and provide feedback on the implementation of engaging and appropriately rigorous lessons.

Person Responsible

Schedule

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

Evidence of Completion

Classroom observations and walk-throughs CAST evaluations Coaching logs

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

Administrators and coaches will analyze student data resulting from implementation of engaging and appropriately rigorous lessons.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Assessment Data from CGAs, SRA, Achieve3000, Write to Learn, Digits, Carnegie Student academic performance records Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work

G2.B2 Students do not take ownership of their learning as evidenced by lack motivation and effort, thoughtful dialogue, and collaboration with peers. 2

 B089025

G2.B2.S1 Implement conditions for authentic and thoughtful student conversations that require evidence and precision in expression 4

 S099656

Strategy Rationale

Students need to be able to articulate their thoughts, findings, questions, and responses in socially and academically positive ways and based on text or factual evidence.

Action Step 1 5

Provide professional development for implementing conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal Teaching, Literature Circles, and peer corrective feedback.

Person Responsible

Shawn Platts

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs

Action Step 2 5

Provide common planning sessions at least once a week for Math, ELA, Reading, Social Studies, and Science to collaboratively develop conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal teaching, Literature Circles, and peer corrective feedback.

Person Responsible

Kay Ahearn

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Observation and walk-throughs Lesson plans Coaching Logs

Action Step 3 5

Provide Intensive Coaching Cycle (ICC) to teachers or teacher teams as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 10/15/2014 to 5/20/2016

Evidence of Completion

Observations and walk-through documentation Coaching Logs Lesson plans ICC notes

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

Administrators and coaches will monitor and provide feedback on the implementation of protocols and elements of student to student discourse to build deeper understanding of content.

Person Responsible

Shawn Platts

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Observations and walk-throughs Lesson plans Student work Coaching logs

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

Administrators and coaches will monitor student assessment data and observational data focused on use of evidence and precision in communication of learning, and student independence.

Person Responsible

Sadie Milliner Smith


Schedule

Monthly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Assessment scores Student participation in class Student work

G2.B3 Students lack the skills to communicate their understanding well via writing and discourse. 2

 B099065

G2.B3.S1 Implement a school wide writing plan that addresses the expectations, strategies, and goals of daily writing based on Florida State Standards, school data and district curriculum guides. 4

 S111909

Strategy Rationale

A school wide plan will build consensus among the faculty and create a consistent expectation for proficient student communication of learning expressed orally or in writing.

Action Step 1 5

Review data and problem solve with faculty to build consensus and adopt a school wide writing plan.

Person Responsible

Kay Ahearn

Schedule

On 9/5/2014

Evidence of Completion

Agenda, attendance, teacher products Writing plan School wide Writing Strategies

Action Step 2 5

Provide professional development on guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Person Responsible

Shawn Platts

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching logs

Action Step 3 5

Provide common planning sessions at least once a week for Math, ELA, Reading, Social Studies, and Science to collaboratively plan and implement guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Person Responsible

Gregory Sampson

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs

Action Step 4 5

Provide Intensive Coaching Cycle to teacher or teacher teams as needed.

Person Responsible

Sadie Milliner Smith

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Observations and walk-through documentation Coaching logs Lesson plans ICC notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators and coaches will conduct focus walks and provide feedback on proficient use of guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Person Responsible

Shawn Platts

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Classroom observations and walk-throughs CAST evaluations Coaching Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators and coaches will analyze student data resulting from proficient use of guidelines for student communication of leaning.

Person Responsible

Sadie Milliner Smith

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Assessment Data from CGAs, SRA, Achieve3000, Write to Learn, Digits, Carnegie Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work Student academic performance records (Performance Matters)

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	Provide professional development on school wide expectations, positive behavior plan, rituals and routines.	Milliner Smith, Sadie	8/11/2014	Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations.	6/5/2015 semiannually
G1.B2.S1.A1	Provide training on progressive discipline plan and referral writing guidelines.	Platts, Shawn	8/11/2014	Discipline reports	6/5/2015 semiannually
G2.B1.S1.A1	Provide professional development on lesson planning, and resource selection, based on Florida State Standards, cognitive complexity, grade level guidelines, and district frameworks and curriculum guides.		8/18/2014	Classroom observations and walk-throughs Agendas, attendance, lesson plans Student work Coaching logs	6/5/2015 quarterly
G2.B2.S1.A1	Provide professional development for implementing conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal Teaching, Literature Circles, and peer corrective feedback.	Platts, Shawn	9/8/2014	Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs	6/5/2015 monthly
G1.B3.S1.A1	Share discipline reports with faculty and staff.	Griffin, Albert	9/29/2014	Discipline reports Team agendas and minutes from meetings.	6/5/2015 monthly
G2.B3.S1.A1	Review data and problem solve with faculty to build consensus and adopt a school wide writing plan.	Ahearn, Kay	8/12/2014	Agenda, attendance, teacher products Writing plan School wide Writing Strategies	9/5/2014 one-time
G1.B1.S1.A2	Provide school wide movement training by the Foundations Team	Griffin, Albert	8/11/2014	Observation of orderly student transition and staff supervision. Evidence will consist of professional development agendas, sign-in sheets, and campus walk observations.	6/5/2015 biweekly
G2.B1.S1.A2	Provide common planning sessions at least once a week for Math, ELA, Reading, Social Studies, and Science to	Sampson, Gregory	8/26/2014	Classroom observations and walk-throughs Agendas, attendance, lesson plans Student work Coaching Logs	5/26/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collaboratively develop focused and purposeful lessons that engage students and address key concepts, academic vocabulary, and quality student work, based on the curriculum guides, FSS, grade level texts, and instructional frameworks.				
G2.B2.S1.A2	Provide common planning sessions at least once a week for Math, ELA, Reading, Social Studies, and Science to collaboratively develop conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal teaching, Literature Circles, and peer corrective feedback.	Ahearn, Kay	9/15/2014	Observation and walk-throughs Lesson plans Coaching Logs	5/29/2015 weekly
G2.B3.S1.A2	Provide professional development on guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.	Platts, Shawn	9/8/2014	Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching logs	5/29/2015 monthly
G2.B1.S1.A3	Provide Intensive Coaching Cycle (ICC) support to individual teachers or teacher teams as needed.	Milliner Smith, Sadie	9/15/2014	Observations and walk-through documentation Coaching Logs Lesson plans ICC notes	5/29/2015 biweekly
G2.B2.S1.A3	Provide Intensive Coaching Cycle (ICC) to teachers or teacher teams as needed.	Milliner Smith, Sadie	10/15/2014	Observations and walk-through documentation Coaching Logs Lesson plans ICC notes	5/20/2016 biweekly
G2.B3.S1.A3	Provide common planning sessions at least once a week for Math, ELA, Reading, Social Studies, and Science to collaboratively plan and implement guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.	Sampson, Gregory	9/15/2014	Agenda, attendance, artifacts Lesson plans Observations and walk-throughs Student work Coaching Logs	5/29/2015 weekly
G2.B3.S1.A4	Provide Intensive Coaching Cycle to teacher or teacher teams as needed.	Milliner Smith, Sadie	10/1/2014	Observations and walk-through documentation Coaching logs Lesson plans ICC notes	5/29/2015 biweekly
G1.MA1	Administrators will review data from campus and classroom observations, discipline reports, student and faculty surveys to monitor progress toward goals.	Milliner Smith, Sadie	9/1/2014	Campus and classroom observations Discipline reports Student and faculty surveys	6/5/2015 monthly
G1.B1.S1.MA1	Administrators will progress monitor discipline data.		8/11/2014	Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet	6/5/2015 monthly
G1.B1.S1.MA1	Administrators will progress monitor implementation of positive behavior plans, classroom rituals and routines, and school wide movement.	Milliner Smith, Sadie	8/18/2014	Campus and classroom observations Discipline reports Student and faculty surveys Agenda and sign-in sheet	6/5/2015 weekly
G1.B2.S1.MA1	Administrators will progress monitor discipline data and and provide teacher conferences as needed.	Milliner Smith, Sadie	8/6/2014	Discipline reports Teacher contact logs	6/5/2015 monthly
G1.B2.S1.MA1	The discipline team will meet monthly to provide feedback on school wide discipline. To support the fidelity of	Griffin, Albert	9/29/2014	Data from discipline report parent contact log Team meetings agendas and minutes Discipline referrals	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of the progressive discipline plan and referral writing administration will provide professional development as needed.				
G1.B3.S1.MA1	Progress monitor discipline reports	Milliner Smith, Sadie	9/30/2014	Discipline reports Team agendas and minutes from meetings.	6/5/2015 quarterly
G1.B3.S1.MA1	Share discipline report	Milliner Smith, Sadie	9/30/2014	Discipline reports Team agendas and minutes from meetings.	5/29/2015 monthly
G2.MA1	Administrators and coaches will progress monitor data from walk-throughs, CGAs, SRA mastery tests, Achieve3000, and Write to Learn for reading and writing. For math, progress monitoring data will come from walk-throughs, CGAs, Digits, and Carnegie.	Milliner Smith, Sadie	9/8/2014	Focus walk data Assessment scores Coaching logs	6/5/2015 monthly
G2.B1.S1.MA1	Administrators and coaches will analyze student data resulting from implementation of engaging and appropriately rigorous lessons.	Milliner Smith, Sadie	8/29/2014	Assessment Data from CGAs, SRA, Achieve3000, Write to Learn, Digits, Carnegie Student academic performance records Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work	6/5/2015 monthly
G2.B1.S1.MA1	Administrators and coaches will conduct focus walks and provide feedback on the implementation of engaging and appropriately rigorous lessons.		8/18/2014	Classroom observations and walk-throughs CAST evaluations Coaching logs	6/5/2015 weekly
G2.B2.S1.MA1	Administrators and coaches will monitor student assessment data and observational data focused on use of evidence and precision in communication of learning, and student independence.	Milliner Smith, Sadie	9/8/2014	Assessment scores Student participation in class Student work	6/5/2015 monthly
G2.B2.S1.MA1	Administrators and coaches will monitor and provide feedback on the implementation of protocols and elements of student to student discourse to build deeper understanding of content.	Platts, Shawn	9/8/2014	Observations and walk-throughs Lesson plans Student work Coaching logs	6/5/2015 monthly
G2.B3.S1.MA1	Administrators and coaches will analyze student data resulting from proficient use of guidelines for student communication of leaning.	Milliner Smith, Sadie	9/15/2014	Assessment Data from CGAs, SRA, Achieve3000, Write to Learn, Digits, Carnegie Teachers' anecdotal and documented observations (student participation, dialogue between teacher & student, students' general attitudes and levels of complacency) Student work Student academic performance records (Performance Matters)	5/29/2015 monthly
G2.B3.S1.MA1	Administrators and coaches will conduct focus walks and provide feedback on proficient use of guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.	Platts, Shawn	9/8/2014	Classroom observations and walk-throughs CAST evaluations Coaching Logs	5/29/2015 biweekly

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.

G2. Goal 2: To improve student academic proficiency in all content areas through improved instructional practices.

G2.B1 Lessons do not engage students in appropriately rigorous content.

G2.B1.S1 Implement instructional lessons that promote student engagement and encourage participation in appropriately challenging, high quality, and grade level content and material.

PD Opportunity 1

Provide professional development on lesson planning, and resource selection, based on Florida State Standards, cognitive complexity, grade level guidelines, and district frameworks and curriculum guides.

Facilitator

School Coaches and/or District Specialists

Participants

Core Content teachers

Schedule

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

G2.B2 Students do not take ownership of their learning as evidenced by lack motivation and effort, thoughtful dialogue, and collaboration with peers.

G2.B2.S1 Implement conditions for authentic and thoughtful student conversations that require evidence and precision in expression

PD Opportunity 1

Provide professional development for implementing conditions and guidelines for student to student discourse such as Shared Inquiry, Socratic Seminar, and collaborative structures such as Reciprocal Teaching, Literature Circles, and peer corrective feedback.

Facilitator

School Coaches and/or District Specialists

Participants

Core teachers

Schedule

Monthly, from 9/8/2014 to 6/5/2015

G2.B3 Students lack the skills to communicate their understanding well via writing and discourse.

G2.B3.S1 Implement a school wide writing plan that addresses the expectations, strategies, and goals of daily writing based on Florida State Standards, school data and district curriculum guides.

PD Opportunity 1

Provide professional development on guidelines for student communication of learning, such as use of academic language, citing text evidence and structures, constructing viable arguments, critiques, peer feedback, use of writing process, writing strategies and journaling.

Facilitator

School Coaches and/or District Specialists

Participants

Core teachers

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0