



## Joseph Stilwell Middle School

7840 BURMA RD, Jacksonville, FL 32221

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

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

63%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

57%

### School Grades History

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

To provide an environment that promotes academic excellence, inspires leadership, and strengthens physical, mental, social and emotional well-being.

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

Our vision is for JSMAL cadets to be prepared for success in leadership through rigorous instruction, respectful interaction, effective discipline and community service.

#### School Environment

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

We are a military academy of leadership and all of our students are enrolled in our leadership courses. In this course, the students will complete The Who am I activity? Exploring this identity activity will assist us with learning about our students' cultures and building a relationship between the teachers and students. In the leadership elective classes, each student at our school will complete this activity. In this lesson, students reflect on this question through discussion, writing and art. Students first define "identity" and consider who they are and what they value. Students then explore the work of two photographers featured on an upcoming episode of Thirteen/WNET New York's series EGG THE ARTS SHOW to see how they have dealt with the issue of identity. As a culminating activity, students respond to the question "Who am I?" using photography, paint, clay, or collage.

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

Joseph Stilwell Military Academy of Leadership is a Foundations School. As a Foundations team, we have developed common area lessons and set expectations for behavior for A.M. arrival, P.M. dismissal, hallway movement, bathroom breaks, and classroom transitions. In 2013-14 we redesigned the building to better facilitate structured movement. We do not ring bells; rather, students are escorted at all times by an adult from one classroom to the next. We have also created a school Safety Plan which is available upon request.

##### **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**

Joseph Stilwell Military Academy of Leadership is in its inaugural year as a dedicated magnet. Together, the leadership team has developed a cadet manual that outlines positive-based interventions, ranking systems, and consequences for classroom Level 1 infractions. Our cadet manual aligns with the DCPS student code of conduct, which tiers out consequences for multiple infractions.

In addition, we have established peer mediators and we have implemented restorative justice on a weekly basis.

We have also created a school Positive Behavior Interventions and Supports (PBIS) Plan which is available upon request. This PBIS is a proactive approach to establishing the behavioral supports and



social culture and needed for all students in a school to achieve social, emotional and academic success.

**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**

Joseph Stilwell Military Academy of Leadership in addition to two school counselors students received many wrap-around services to support the social and emotional needs of our students. Achievers for Life, River Region, Communities in Schools and Big Brothers and Big Sisters have personnel on-site to counsel with students and families.

**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**

Our early warning systems are located in our Positive Behavioral Interventions and Supports plan. A Cadet Review Board (CRB) will be convened as needed for cadets who fail to meet the academic and behavioral expectations of JSMAL. In general, the following criteria will warrant a CRB:

1. Has a GPA below 2.0 at the end of the quarter.
2. Has received Level 3 Interventions and shows no signs of improvement.
3. Is tardy and/or accumulated 3 or more unexcused absences during the quarter.

The CRB will consist of:

- Principal/AP
- Dean of Cadets
- Leadership Instructor
- School Counselor
- Parent or Guardian
- Lead ESE (if required)
- Team Teachers (Optional)

**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	13	8	9	30
One or more suspensions	100	99	71	270
Course failure in ELA or Math	10	17	21	48
Level 1 on statewide assessment	90	117	101	308

*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	41	41	34	116

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

If a student displays the early warning signs that are listed above, our interventions are listed below:

a. A meeting will be scheduled at a time conducive to the members of the board and the cadet's parent/guardian.

b. Cadets appearing before the CRB will present themselves in a military manner in the appropriate uniform. They will be informed by the Leadership Instructor of the purpose of the Board and will be allowed to make statements.

c. The CRB shall review the cadet records and develop an individualized plan for success

d. A meeting will be scheduled for follow up on the individualized plan.

If a cadet is successful, restoration of privileges and rank will be discussed.

If a cadet is unsuccessful in completing the individualized plan, the plan will be reviewed and 15 revised.

The following recommendations may include one or more of the following:

Minimum of academic probation in all cases, if appropriate

Limitations on participation on field trips and/or school activities

Counseling

Mandatory tutoring

Loss of rank

Disenrollment from the Academy

## 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/24358>.

#### **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**

In order to prepare our youth for productive adulthood, a partnership between schools and communities should be formed to meet this goal. Schools can provide more support for students, families and staff when they are an integral part of the community. On the other hand, agencies can make services more accessible to youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients. Appropriate and effective collaboration and teaming are seen as key factors to community development, learning and family self-sufficiency. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; volunteer assistance; mentoring and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; shared responsibility for planning and building a sense of community.

## 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
Bloom, Jason	Principal
Campese, Jenifer	Assistant Principal
Williams, Takita	Assistant Principal
Fry, Maryanne	Guidance Counselor
Hamlow, Stephanie	Instructional Coach
Johnson, Rosemary	Guidance Counselor
Matthew, Tracy	Teacher, Adult
Neal-Butts, Tiffany	Instructional Coach
Rind, Lynne	Teacher, K-12
Robinson, Deborah	Teacher, ESE
Sims, Monica	Dean

### Duties

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

The goal of our MTSS team is to make sure that every child has the opportunity to experience academic success.

Takita Williams- MTSS Administrator, one on one conferencing, classroom observer, school improvement plan administrator

Maryanne Fry-Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling, school improvement plan data analyzer

Rosemary Johnson-Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling

Monica Sims-Dean, collection of discipline data, classroom observer, school improvement plan data analyzer

Lynne Rind-Dean, collection of discipline data, classroom observer

Debbie Robinson-ESE Lead Teacher-collection of ESE plan, FAA results, 504 plans, classroom observer, school improvement plan data analyzer

Ms. Wimberly -Achievers for Life Services, individualized counseling, referrals for counseling and or mentoring for 6th graders

***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 goal of our MTSS team is to make sure that every child has the opportunity to experience academic success. Takita Williams is the MTSS Administrator who facilitates these meetings.

Our school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members (Section C1b) with expertise in academics and behavioral domains. This team meets

weekly on Tuesday mornings. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and /or behavior and determines why the problem is occurring. The MTSS team designs and implements research based interventions and regularly monitors student progress/response to interventions. The school improvement plan (SIP) serves as a guide to assist the team with meeting the academic needs of the student.

Our data-based problem solving processes for implementation and monitoring of our MTSS and SIP structures are behavior and academic data (attendance report, progress reports and report cards, FCAT, CGA, Iowa) collection and analysis, parent conferences, classroom observations, teacher input and one on one conferencing with the student.

Our MTSS teacher referral process gives an overview regarding a student struggling academically and/or behaviorally. Once the student is referred to the MTSS team, the data is collected and evaluated. An input form is given to all of his or her teachers for additional feedback. A one-on-one conference is conducted with the student by one of the MTSS team members.

Classroom observations are conducted by one of the team members as well. A parent conference is held to address the data findings, classroom observations and teacher input forms. At this conference, an action plan is established to address the individual needs of the student.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, along with programs offered during regular school hours. This includes the hiring of full-time intensive reading and math teachers.

#### Title II

The District receives supplemental funds for improving basic education through the purchase of small equipment to educational programs.

#### Title III

Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. JSMAL receives money to partially fund teacher positions and para positions for ELL support.

#### Supplemental Academic Instruction (SAI)

SAI funds will be used to fund during the day and after school tutoring programs.

#### Violence Prevention Programs

The District offers behavior intervention programs such as Student Options for Success and Night-Time substance abuse programs. Through Full Service School Referrals, students have access to free counseling.

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

#### **Membership**

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

Name	Stakeholder Group
Jimmie Robinson-Morales	Parent
Amanda Jones	Parent
Chad Jones	Parent
Dalisa Murray	Parent
Kathy Weiland	Parent
Latoya Martin	Parent
Linda Edwards	Parent
Lisa Love	Parent
Michelle Miller	Parent
Paula Kampfer	Teacher
Jason Bloom	Principal
Debbie Wilder	Business/Community
Tressie Wimberly	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*

The evaluation of the data component listed in the school improvement plan was conducted at the SAC meeting that was held in June .

*Development of this school improvement plan*

The SAC will assist in the preparation and evaluation of the 2014-2015 school improvement plan, professional development activities and parental involvement activities throughout the year.

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

The budget process began in Spring of 2014. Duval County Public Schools uses an allocation method based on FTE. In the spring, our budget was based on a WFTE of 793, which resulted in a reduction of teaching positions. The budget, and positions eliminated was reviewed and approved by SAC and SDM.

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

We currently have 2,490 in our SAC budget.

\$1200 will be used for teacher grants regarding academic enhancement

\$1290 will be used to support instruction in the core content areas by purchasing supplemental resources.

**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
Bloom, Jason	Principal
Neal-Butts, Tiffany	Instructional Coach
Ricks, Joanne	Teacher, K-12
Harrington, Hedi	Teacher, K-12
Kampfer, Paula	Teacher, K-12
Robinson, Deborah	Teacher, ESE
Hamlow, Stephanie	Instructional Coach
Campese, Jenifer	Assistant Principal
Williams, Takita	Assistant Principal

## Duties

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

This year our major initiative is to connect reading to writing in all content and elective courses. Therefore, there is a school-wide expectations for all teachers to use-the 4-column method and SRE format. Student incentives will be issued based on the report outcome each nine weeks.

## 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**

Our strategy to encourage positive working relationships between teachers is demonstrated in our professional learning communities (PACT). Our PACT involves a common 90 minute planning period for our content area teachers. During this planning period teachers are encourage to create activities that will enhance the student's engagement, content rigor, ownership and demonstration of understanding. Analysis of student data is also key component of the PACT meeting.

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

To recruit effective teachers the administrative team has developed an interview protocol that comprises behavioral questions that require the applicant to answer in the STAR format. Responses are rated on a scoring rubric and averaged to determine the best candidate.

To retain effective teachers, the coaches, administrators and PDF all take an active roll in nurturing new teachers and supporting veteran teachers. Professional growth activities include the following:

- Weekly PLC Meetings by content area
- Daily common planning by content
- Monthly meetings for mentor/mentee
- Professional Workshops

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

Ms. Maryanne Fry serves as the School's Professional Development Facilitator:

We currently have 4 teachers participating in the MINT program. Ms. Fry has assigned each teacher a



mentor teacher. The mentor will assist in completing MINT observations and portfolio assignments. The buddy will serve as a sounding board, and lifeline for the new teacher.

Ms. Fry will conduct monthly meetings to provide an opportunity for the MINT teachers and mentors to meet. The monthly meeting will focus on providing time for housekeeping items, such as next steps and remaining tasks. The meeting will also serve as a protected time for the new teachers to ask questions about protocol, procedures or best practices. Ms. Fry will also invite guest speakers or facilitators based on needs or concerns identified by the teachers.

Crystal Champine - Teacher

Niccole Thompson- Mentor

Ms. Champine is an physical education teacher. This is the first year Ms. Champine and Ms.Thompson have worked together in a mentor/mentee relationship. Ms. Thompson is a certified physical education and health teacher.

Stanley Dunn - Teacher

Stephanie Hamlow - Mentor

Mr. Dunn is a 6th grade math teacher. This is the first year Ms. Hamlow and Mr. Dunn have worked together in a mentor/mentee relationship. Ms. Hamlow is a certified math teacher and instructional coach.

Donald Cooper-Teacher

Lynne Rind-Mentor

Mr. Cooper is a leadership teacher. This is the first year Ms. Rind and Mr. Cooper have worked together in a mentor/mentee relationship. Ms. Rind is a certified in exceptional student education.

Manchesco-Teacher

Deborah Robinson-Mentor

Ms. Manchesco is a deaf and hard of hearing teacher. This is the first year Ms. Robinson and Ms. Manchesco have worked together in a mentor/mentee relationship. Ms. Robinson is a certified in exceptional student education.

## 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***

For the 2014-15 school year, new reading and math curriculum guides and materials have been implemented to align to the new Florida Standards. Our goal is for the students to be engaged in rigorous curriculum and to take ownership of the objective in order to demonstrate mastery of the content.

#### 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***

The student data drives the instruction. Differentiation is modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. Although it might seem like a daunting task, designing and applying a variety of strategies within one classroom can be done at a variety of levels. Our teachers differentiate instruction with an individual student, within a small group, or with a whole class. Differentiating does not mean providing separate, unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar grasp of a skill or idea.

**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:** Extended School Day

**Minutes added to school year:** 60

Through Communities In Schools (CIS), Stilwell provides an after-school academic and enrichment program.

TEAM UP Core Areas

Academic Enrichment- Certified teachers provide academic assistance in homework and curriculum that augments what is used during the day. The academic component is hands on experiential teaching. Equipment and supplies are provided by the program, which allows the teachers to engage the students. Students who attend the program three days or more during the week are tracked for their academic progress. Teachers are also required to maintain lesson plans that follow the Florida Sunshine State Standards.

Cultural Enrichment- Students participate in cultural activities such as dance, karate, art and field trips that are educational and provide a variety of resources for skills development.

Life Skills/ Leadership- Staff members are trained in the Boys & Girls Club curriculum that provides outstanding activities in leadership, decision-making and Positive Youth Development. A Youth Advisory Council assists in planning all aspects of the center.

Social Recreation- This component provides activities such as Baseball, Flag Football, Volleyball, Basketball, a game room and other fun activities that will allow students to develop their social skills.

Community Service- Students participate in community service projects that provide them with the opportunity to give back to their community.

Parental Involvement- Monthly parenting workshops are offered to parents. Workshops focus on parenting skills, adolescent behavior and other issues parents would like assistance in. Quarterly parenting events also take place where students and parents are recognized for their progress.

### **Strategy Rationale**

To assist with increasing the student's learning gains, addressing the achievement gap, supporting the ESE population and assisting struggling learners.

### **Strategy Purpose(s)**

- Enrichment

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

Bloom, Jason, bloomj@duvalschools.org

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

The expectation is that the Team-UP academic enrichment will align with the school-wide strategies implemented during the instructional day (4-column method, SRE, Frayer Model). We will regularly provide focus lesson assessment data to drive instructional needs during the academic enrichment program after school.

## **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***

Our strategies for our outgoing 8th grade students include a parent information night. During this event the faculty from our feeder schools enhance the knowledge of the students and parents regarding their curriculum and programs.

Our strategies for our incoming 6th grade students include hosting of their award program. During this event the faculty and students from our feeder schools issue the awards to their students. Our JSMAL administrative team presents an overview of our curriculum and expectations. The conclusion of the program includes a edible treat and tour of our campus.

Our ESE department meets with our feeder elementary and high schools to ensure that our incoming and outgoing students needs are met on their individual education plans.

### **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***

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

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

***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***

## 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.** To improve preparation and instructional delivery methods through collaboration, well-planned and organized professional learning experiences.

## 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.** To improve preparation and instructional delivery methods through collaboration, well-planned and organized professional learning experiences. 1a

G037323

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	5.0
Math Lowest 25% Gains	5.0
ELA/Reading Lowest 25% Gains	5.0

**Resources Available to Support the Goal** 2

- Math and Reading Coach
- Administrative content leaders
- Common planning every day by content area and grade level
- Reading teachers common plan with science teachers one day and social studies teachers the next day.
- Support from district specialists for science, social studies, math and reading
- Web based interventions and learning software ( Achieve 3000, Write-to-Learn, Mathia, Digits, Gizmos)
- Performance Matters (data tracking software)
- 4 Pillars of Excellent Instruction ("Look Fors")
- Lastinger Training

**Targeted Barriers to Achieving the Goal** 3

- Embracing the new way of work in an environment filled with change

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

Continuous cycle of improvement through administrative presence in PLCs, followed by specific administrative observation feedback and next steps

**Person Responsible**

Jason Bloom

**Schedule**

On 5/29/2015

**Evidence of Completion**

PLC agendas, sign-in sheets, walk-through data, feedback forms

## 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.** To improve preparation and instructional delivery methods through collaboration, well-planned and organized professional learning experiences. **1**

 G037323

**G1.B6** Embracing the new way of work in an environment filled with change **2**

 B096570

**G1.B6.S1** To guide and support teachers to embrace change with continuous support from school-based coaches, content district specialists, building administrators and teacher peer mentors. **4**

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### Strategy Rationale

Teachers will need a strong support system to successfully implement a new way of work.

### Action Step 1 **5**

Work sessions to align and articulate "Look Fors" in literacy, math, social studies and science to Pillars of Excellent Instruction

#### Person Responsible

Jason Bloom

#### Schedule

Quarterly, from 8/27/2014 to 5/29/2015

#### Evidence of Completion

Agendas, student artifacts, rubrics, student reflection pieces, assessment data

### Action Step 2 5

Unpack the new Florida standards to build a common understanding of "knows and dos" prerequisite skills and next steps in order to align instruction with the Four Pillars

#### **Person Responsible**

Jason Bloom

#### **Schedule**

Monthly, from 9/2/2014 to 5/29/2015

#### **Evidence of Completion**

Unpacking protocol, teachers artifacts, item specifications, model questions

### Action Step 3 5

Start coaching cycles to establish model classrooms in order to prepare highly effective classrooms aligned with the Four Pillars in CAST

#### **Person Responsible**

Jason Bloom

#### **Schedule**

Weekly, from 8/28/2014 to 5/8/2015

#### **Evidence of Completion**

Coaching cycle documentation and weekly coaching meeting agendas

### Action Step 4 5

Implement a peer observation cycle based on specific "Look Fors" aligned to the Four Pillars and individual needs identified by teachers' IPDPs and CAST next steps.

#### **Person Responsible**

Jason Bloom

#### **Schedule**

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

#### **Evidence of Completion**

Peer observation calendar, teacher post observation reflection sheets, video documentation,

**Plan to Monitor Fidelity of Implementation of G1.B6.S1 6**

Implement weekly administrative and coaches walk-through schedules based on next steps from the previous weeks PLCs to monitor implementation and gather data to differentiate professional learning for ongoing PLCS.

**Person Responsible**

Jason Bloom

**Schedule**

Weekly, from 8/27/2014 to 8/27/2014

**Evidence of Completion**

Sign-in sheet, agenda, reflection and exit ticket

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

Analyze district and classroom based assessments and student work

**Person Responsible**

Jason Bloom

**Schedule**

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

**Evidence of Completion**

Improve student learning across content areas

**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.B6.S1.A1	Work sessions to align and articulate "Look Fors" in literacy, math, social studies and science to Pillars of Excellent Instruction	Bloom, Jason	8/27/2014	Agendas, student artifacts, rubrics, student reflection pieces, assessment data	5/29/2015 quarterly
G1.B6.S1.A2	Unpack the new Florida standards to build a common understanding of "knows and dos" prerequisite skills and next steps in order to align instruction with the Four Pillars	Bloom, Jason	9/2/2014	Unpacking protocol, teachers artifacts, item specifications, model questions	5/29/2015 monthly
G1.B6.S1.A3	Start coaching cycles to establish model classrooms in order to prepare highly effective classrooms aligned with the Four Pillars in CAST	Bloom, Jason	8/28/2014	Coaching cycle documentation and weekly coaching meeting agendas	5/8/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A4	Implement a peer observation cycle based on specific " Look Fors" aligned to the Four Pillars and individual needs identified by teachers' IPDPs and CAST next steps.	Bloom, Jason	10/1/2014	Peer observation calendar, teacher post observation reflection sheets, video documentation,	5/29/2015 weekly
G1.MA1	Continuous cycle of improvement through administrative presence in PLCs, followed by specific administrative observation feedback and next steps	Bloom, Jason	8/28/2014	PLC agendas, sign-in sheets, walk-through data, feedback forms	5/29/2015 one-time
G1.B6.S1.MA1	Analyze district and classroom based assessments and student work	Bloom, Jason	9/8/2014	Improve student learning across content areas	5/29/2015 weekly
G1.B6.S1.MA1	Implement weekly administrative and coaches walk-through schedules based on next steps from the previous weeks PLCs to monitor implementation and gather data to differentiate professional learning for ongoing PLCS.	Bloom, Jason	8/27/2014	Sign-in sheet, agenda, reflection and exit ticket	8/27/2014 weekly

## 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.** To improve preparation and instructional delivery methods through collaboration, well-planned and organized professional learning experiences.

**G1.B6** Embracing the new way of work in an environment filled with change

**G1.B6.S1** To guide and support teachers to embrace change with continuous support from school-based coaches, content district specialists, building administrators and teacher peer mentors.

### PD Opportunity 1

Work sessions to align and articulate "Look Fors" in literacy, math, social studies and science to Pillars of Excellent Instruction

#### Facilitator

Administrators and Coaches

#### Participants

All teachers

#### Schedule

Quarterly, from 8/27/2014 to 5/29/2015

### PD Opportunity 2

Unpack the new Florida standards to build a common understanding of "knows and dos" prerequisite skills and next steps in order to align instruction with the Four Pillars

#### Facilitator

Administrators and Coaches

#### Participants

All teachers

#### Schedule

Monthly, from 9/2/2014 to 5/29/2015



### **PD Opportunity 3**

Start coaching cycles to establish model classrooms in order to prepare highly effective classrooms aligned with the Four Pillars in CAST

#### **Facilitator**

Administrators and Coaches

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/28/2014 to 5/8/2015

### **PD Opportunity 4**

Implement a peer observation cycle based on specific "Look Fors" aligned to the Four Pillars and individual needs identified by teachers' IPDPs and CAST next steps.

#### **Facilitator**

Administrators and Coaches

#### **Participants**

All teachers

#### **Schedule**

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