

2014-15 School Improvement Plan

Julia Landon College Preparatory & Leadership Development School

1819 THACKER AVE, Jacksonville, FL 32207

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

20%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our vision at Julia Landon College Preparatory and Leadership Development School is to create college bound students with a deep commitment to public service and a true understanding of their leadership skills within the global community.

Provide the school's vision statement

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School Environment

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

Each year students complete a Gallup interest and climate survey. This survey informs teachers, administrators and staff of how students perceive the school environment. The survey information allows the school to learn about students' cultures. The school organizes multiple events to provide opportunities for teachers and students to interact outside of the classroom in order to build relationships. Students and families are given opportunities to participate in field trips that expose students to hands on educational experiences that are aligned to the comprehensive curriculum. World of Nations is an annual field trip sixth grade students attend. This field trip allows students to be immersed in various cultural activities. Seventh grade students participate in a two day overnight field trip at Driftwood in St. Simons' Island, GA in October. The eighth grade students are able to participate in a four to five day college field trip in January to tour multiple colleges and universities throughout Florida and in the southern region of the United States. Parents are invited to attend each field trip to serve as chaperones.

With only 765 students, there is a great deal of opportunity for each faculty and staff member to create lasting bonds with students and parents. Students are given a great deal of individualized attention. Families are encouraged to participate in many school-related events and it is a common occurrence for multiple siblings, cousins and family members to move through their middle school journey at Julia Landon.

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

Julia Landon creates an environment where students feel safe and respected. Before school begins, students are able to arrive to school 40 minutes early. Students are greeted every morning by familiar faces including the principal, assistant principals, security guards, teachers, and counselors. The students are assigned morning waiting areas according to each grade level. Sixth grade students wait in the Auditorium. Seventh grade students wait in the Gymnasium. Eighth grade students wait in the Cafeteria. Each waiting area is supervised by teachers, counselors and administrators. During the time in each waiting area students are able to socialize with their peers, study, as well as access the school counselors, and administrators with questions and concerns. The students are also able to utilize the computer lab before school begins to work on class assignments. The school believes it is important to provide a safe area for all students in the mornings before school begins. During the school day, the school Julia Landon staff members ensure that all doors are locked and gates are

secure. All students and staff members wear identification cards daily. The students are aware of the safety procedures for the school and willingly follow the procedures. Teachers work to build classroom environments of high levels of respect and rapport by modeling respectful behaviors. Julia Landon works to ensure all students are supervised during school dismissal and during after school activities. The principal and assistant principals monitor the bus loading zone and car loading zone. The after school community education program is available for parents to enroll their students to ensure students have access to academic tools, tutoring opportunities and supervision after school until 5:15 p.m. The high supervision of adults after school support a safe and respectful environment for all students. Fire drills and classroom safety searches are scheduled monthly. Code Red drills and Evacuation Drills are practiced by the faculty and students in efforts to depict foreseen circumstances requiring a coordinated response with the goal of maintaining student and staff safety. The leadership, faculty and staff prides themselves in maintaining a highly organized and structured environment with low student behavioral incident numbers, high levels of safety and ongoing, frequent methods of communication among and between all school stakeholders. The Julia Landon Emergency Management Plan may be found at <http://dcps.duvalschools.org/landon>.

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

Julia Landon has grade level behavioral systems in place that aid in minimizing distractions to keep students engaged during instructional time. Clear behavioral expectations are established for students. Positive Behavioral Interventions and Supports are also established for students to redirect and change negative behaviors. Expectations for 6th grade students include:

1. Follow directions the first time they are given.
2. Show respect for others.
3. Keep hands, feet and objects to yourself.
4. Bring all necessary materials to class.
5. Stay on task during all work times.
6. Follow all school rules and procedures. (Cell phones may only be used outside the building during non-school hours and after any extra-curricular activities.)

Behavioral Interventions for 6th grade students include:

1. Verbal/Non-Verbal warning
2. Time out (in class or out of class)
3. Student conference
4. Parent contact – Planner, email, phone call
5. Parent conference
6. Detention (before school, lunch, after school)
7. Guidance referral
8. Discipline referral

7th Grade Discipline/Intervention Plan:

1. Teacher Conference with Student
2. Time Out and Call Home
3. Guidance Referral and Call Home
4. Referral

8th grade expectations and interventions include:

Each policy and corrective is carried out by EACH member of the 8th grade team. As well, the team follows ALL school and district policies mentioned in the Student Code of Conduct.

Student Conduct:

Students are to follow all designated guidelines, policies and rules set forth by the individual classroom teachers, team, school and district.

Team Correctives:

If a student fails to follow the designated guidelines, policies and rules as stated by the classroom teacher, team and school/district then he or she will receive the corresponding corrective measure. For a majority of cases the correctives will result as listed below. However, based on the individuality of each situation the teacher has the right to skip correctives on a case-by-case basis.

- Reflective Period
- Call Home
- Detention
- Meeting with School Counselor
- Disciplinary Referral (Teachers' discretion based upon offense)

* Three instances of teacher correctives, in any individual class or combined, will result in after school detention. The parent/guardian will be contacted to schedule the date of detention to make arrangements for transportation, by a member of the 8th grade team.

Each grade level behavioral system is monitored thorough the use of the Julia Landon share drive. Teachers update the share drive documents with interventions, parent/guardian contact information and the frequency of student infractions. Efforts are being made to work with students and faculty to shift from a traditional approach of discipline and consequences to a restorative approach. The restorative approach involves practices to support the improvement of problem solving skills and strengthening positive social-emotional behaviors. Support circles, peer mediation, student accountability board, and family conferencing are multi-tiered interventions used to improve student interactions and to maximize instructional time. The Julia Landon Positive Behavior and Intervention Support (PBIS) plan may be found at <http://dcps.duvalschools.org/landon>.

Training is offered by the Office of Student Discipline and Support Services for the administrators and the ISSP teacher. The trainings provide participants with strategies on the implementation of restorative justice practices, ISSP structures, and Positive Behavioral Interventions and Support. Much of the material and discussions in the training are developed to work with school school administrators to building their knowledge of the content in order to maximize support the Julia Landon leadership team with implementation.

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

Julia Landon has two school counselors that are available for all students. The counselors present and explain individual yearly goals to the administrator, staff, and other stakeholders each year during a School Counselor Advisory Meeting. The counselors goals are planned using student discipline data, attendance data and academic data. The counselors work towards meeting their goals throughout the school year and make adjustments to goals based on input and social-emotional needs of the students. The school counselors work to build high levels of rapport with the students. The students are able to meet with the school counselors upon request. The counselors are organized with managing student needs, questions, and difficult situations while maintaining a high level of trust and respect. The counselors ensure that students adhere to a standard of behavior not only within one on one counseling interactions, but also within class, and group interactions. The school counselors also evaluate the alignment of the counseling services with both the Duval County School Counseling Plan and Florida's School Counseling Framework to ensure the social-emotional needs of students are being met.

Julia Landon and Southside Baptist Church have formed a strong partnership to continue to strengthen our school Mentoring Program. Students who have attendance, academic, and social-emotional needs are paired with mentors. The mentors assist the students with building confidence, learning how to behave in social settings, learning conversational techniques through one on one interaction, and even learning better study habits. The mentors meet with their mentees (Julia Landon students) on a monthly basis. The mentoring program provides students with access to another adult to assist them with coping with the demands of middle school and personal challenges.

Other programs and clubs are available for students to receive support from their peers and their teachers. Clubs including Best Buddies, Pathfinders and Trailblazers focus on the social and

emotional needs. The Julia Landon athletic program has initiated the use of a mentoring program with the student athletes. Experienced student athletes are paired with students who are beginning athletes for football, volleyball, basketball, soccer, baseball, swimming and softball sports' seasons. The athletic mentors model and encourage leadership, sportsmanship and build a capacity of excellence within the athletic program. The mentors have been challenged to encourage their mentees both on and off the field or court.

Students enrolled in rigorous curriculum programs are often exposed to a great deal of stress. The leadership at Julia Landon believes in balancing high expectations with a great deal of support and compassion for students and their families. An open-door policy and accessibility from the principal down is the experience desired for all stakeholders.

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

Julia Landon has organized an Academic Review Committee to work collaboratively in providing students with support who display the following early warning indicators: attendance below 90 percent, grade point average below a 2.0 at the end of each quarter, one or more suspensions, course failure in English Language Arts or Mathematics, and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	5	2	7
One or more suspensions	0	7	5	12
Course failure in ELA or Math	1	4	2	7
Level 1 on statewide assessment	12	7	6	25

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

Indicator	Grade Level		Total
	7		
Students exhibiting two or more indicators	4		4

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

The Academic Review Committee will meet with students quarterly who have been identified by the early warning system. The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include facilitating a conference with the parent, student, a teacher, school counselor, truancy officer (if needed for attendance). During the conference, the students' quarterly grades will be reviewed in each of the four content area courses: English Language Arts, Mathematics, Science and Social Studies. Student data will also be reviewed during the quarterly conferences. The parents, students and teachers will each develop three goals to

improve academic performance. Grades, and academic progress will be monitored during the subsequent academic quarters.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

During the 2013-2014 school year, the school climate and Gallup survey indicates an overwhelming satisfaction in the area of school experiences with 88% (48 of 55 parents surveyed) reporting that the school provides a positive experience for them on campus. In an effort to continue and increase this positive response, multiple targets are put in place to establish increased parent involvement as an important and achievable goal for the 2014-2015 school year.

One target is to continue the use of the school messenger/autocall system to communicate on a weekly basis with parents. An autocall will be sent directly from the principal each Sunday evening that includes reminders, notification of events and important dates and continual suggestions of various ways in which parents can become more involved.

A second target involves the sending of a monthly parent newsletter on the first Friday of each month. The newsletter holds multiple messages for parents in addition to one faculty member highlight, suggestions on how to best support a middle school student and contact information for multiple people at the school.

A third target involves the active participation of the principal and assistant principals at each PTSA Board Meeting and each monthly SAC meeting. These groups will be provided with multiple sources of data and information, opportunities to share opinions and suggestions and support in the work they do to support our school and our students. Both the SAC and PTSA Board will be encouraged to take a more active role during magnet recruitment season, serving as faces and voices of Julia Landon parents for potential families and students.

A fourth target includes the creation of quarterly parent forums including Breakfast with Bravo and gender based parent book studies. The book "Boys Adrift" by Leonard Sax and the book "The Curse of the Good Girl" by Rachel Simmons are the books used for the parent book studies. These parent forums centers around issues such as home organization for middle school students, technology and social media awareness, bullying and high school preparation. Parents are also involved in quarterly Academic Review Teams to provide input on students success plans.

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

Throughout the school year the Julia Landon Leadership team and PTSA collaborates with various stakeholders in the local community for the purpose of securing and utilizing resources to support the school and student achievement. The Julia Landon PTSA works strategically to communicate the vision of Julia Landon to invite businesses in the Jacksonville community to become business partners of Julia Landon. Regular communication is imperative to build stronger, sustaining partnerships with the local community. By providing the local community with a calendar of school events, testing windows and the

beginning and ending of academic quarters, the community is able to determine ways they can contribute and/or participate in supporting the school. The Principal and Assistant Principal regularly attend community meetings thank the community for their donations and support to Julia Landon.

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
Bravo, Sara	Principal
Taylor, Talya	Assistant Principal
Hays, Eugene	Assistant Principal
Putnal, Kristie	Teacher, K-12
Bourgholtzer, MiChelle	Teacher, K-12

Duties

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

Principal: Reviews all school-wide data through weekly Friday Data meetings and Monday Administrative Leadership Meetings, provides training and guidance to leadership and staff on the use of this data and works directly with the school counselors, test chair, assistant principals, grade level lead teachers and professional learning community lead teachers to ensure school-wide implementation, uses data to drive appropriate interventions and observes RtI interventions to determine efficacy.

Assistant Principal for Curriculum/ELA PLC Liaison: Determines student placement in courses to ensure appropriate class-based levels of intervention (i.e. Tier 1, 2, 3) is in place and makes appropriate adjustments to students' schedules as determined by student data. Assesses small group and individual student needs along with Reading and ELA teachers for usage and modification of reading enrichment programs and levels. Oversees the implementation of SRA implementation and novel-based studies within all Advanced Reading Courses.

Assistant Principal: Facilitates and supports MTSS implementation within grade level teams and PLCs, monitors and assesses interventions through classroom visitations and serves as a communication liaison for parents and students in the MTSS process.

Test Chairperson/Math PLC Lead Teacher: Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as Digits, answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures that these interventions are data-driven and facilitates the learning and understanding of math-based interventions school-wide. Oversees the implementation of Carnegie Math implementation within Enrichment Math courses at all three grade levels. Organizes school, district and state testing by adhering to testing schedules.

School Counselors: Visits PLC and Grade Level Meetings to communicate updates on MTSS-based decision making, assist ESE teacher in the collection and disaggregation of student data to support Tier 1, 2 and 3 interventions, oversee ESOL, IEPs, EPs, and 504 plans. The school counselors also serve as active members on the Academic Review Team and does quarterly grade progress monitoring.

Exceptional Education Teacher: Works daily with individual students and with small groups of

students who may be moving through Tier 1 or Tier 2 interventions, works individually with any Tier 3 students, works with guidance counselors and all teachers to coordinate these interventions. ISSP Teacher/Student Services Lead: Works daily with students displaying the need for behavioral interventions. Records tardies, absences and tracks overall attendance trends that could contribute to a students' need for behavioral MTSS interventions. Works consistently with teachers and the leadership team to determine ongoing needs for students moving through various Tiers of MTSS. The ISSP teacher facilitates restorative justice practices including the student accountability board, peer mediation and support circles.

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

FCAT Data, EOC Data and 2014 Achieve 3000 Data provides baseline scores for initial scheduling of students. With the benefit of the Achieve 3000 reading assessment, SRA assessments for Enrichment Reading level 1 and 2 students, CGA Baselines in all core areas and ongoing CGA quarterly benchmark assessments completed at the close of each quarter.

New student data is reviewed on a weekly basis at both Monday Administrative Leadership Meetings (tardy data, disciplinary data) and Friday Data Meetings with the Assistant Principals and Test Chair (all academic student data sources). Weekly PLC Planning meetings involve use of student data sheets and analysis of this ongoing data specific to the various content areas, always with the inclusion of reading and writing as a focus. Bi-monthly Early Release PLC meetings and grade level meetings have standing agenda items that include the analysis and instructional planning use of all sources of student data. These meetings include all faculty members.

Administration conducts weekly pop-in visits using a rotating schedule to ensure the consistent progress monitoring of classroom-based instruction. Data notebooks and lesson plans are reviewed weekly by administration. Standing agenda items for PLC and Grade Level meetings include the review, analysis and use of ongoing data sources to identify trends, plan accordingly and adjust/ streamline instruction for whole groups, small groups and individual students. Teachers express the need for support to the administrator who serves as the liaison for that PLC, to the PLC Lead teacher or directly to the principal. The lead then determines the need for school-based professional development using in-house expertise and/or peer visitation OR requests district-based support.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sara Bravo	Principal
Lisa Marie Winslow	Parent
Circe LeNoble	Parent
Gary Webber	Business/Community
Sandra Halperin	Teacher
Fay Patsourakis	Parent
Tim Brown	Parent
Gelila Y. Jones	Parent
Bambi Bailey	Parent
Janet Taylor	Parent
Emily Gideon	Parent
Leah Brown	Parent
Angela Baker-Forbes	Parent
Gwen Eubanks	Education Support Employee
Man-Kuang Chang	Parent
Kismet Miller	Parent
Janet Allen	Parent
Lee Seltzer	Parent
Gary Hunter, Sr	Parent
TeRona Feacher	Parent

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 SAC committee was involved in the evaluation of the 2013-2014 school improvement plan by reviewing the plan, participating in a problem solving process to assist the school with determining solutions for barriers identified in the school improvement plan, and providing input in the effectiveness of school goals during the mid-year review of the School Improvement Plan. Evaluation of the last year's school improvement plan by the SAC Committee occurred on: October 4, 2013 November 11, 2013, December 6, 2013, February 7, 2014, and March 7, 2014.

Development of this school improvement plan

Over the course of a school year, parts of the School Improvement Plan are reviewed with SAC beginning in October. The group provides input and suggestions to the principal who utilizes this information in the creation of the School Improvement Plan for the following school year. The Julia Landon SACs have historically been very interested in documenting the programs and initiatives that assist and support the largest number of students and focus their funding decision making on this piece as well.

Preparation of the school's annual budget and plan

As of September 2014, there is \$3700+ available for use in School Improvement Funds. This money is not SAC specific funds, but because of the advisory role of the SAC committee, the principal would

like the input of the SAC on ways to spend the funds. The SAC will evaluate the school improvement plan to determine how the funds will be allocated to meet the goals determined in the plan. A SAC funds teacher request protocol is an established part of Julia Landon. Teachers submit a funds request to the Assistant Principal who serves as the secretary and administrative liaison to SAC. The funds requests are presented at each monthly SAC meeting. The committee discusses and votes on each fund request. Historically, even if the SAC decides not to fund the entire request, they always look for a way to support the teacher(s) by providing partial funding or brainstorming creative ways to meet the needs of the requested funding.

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

School Improvement Funds were not allocated for the 2013-2014 school year.

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
Bravo, Sara	Principal
Taylor, Talya	Assistant Principal
Fifield, Kimberly	Teacher, K-12
Conklin, Erin	Teacher, K-12
Mah, Erin	Teacher, K-12
Johnson, Christopher	Teacher, K-12
Hays, Eugene	Assistant Principal
Putnal, Kristie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this school year will be continuing the momentum created during the 2013-2014 school year with moving the overall reading gains and bottom quartile reading gains at all three grade levels. School-wide reading proficiency decreased by 1%, so moving our highest level students to contribute to this status is also a priority. Bottom quartile reading students at Julia Landon include level 3 readers, and this year, every level 3, 4 and 5 reader is enrolled in an Advanced Enrichment Reading course. Advanced Reading is a course that is designed to provide students the optimal support they need in reading for the new Florida State Standards and assessments. This class is novel-based and supports students with close reading of complex texts, written reflection, and has a focal point on Shared Inquiry Discussion. The standards in this course represent a full range and integration of the Language Arts Florida Standards that are taught as mastery of these standards are essential for students to meet and exceed the expectations of the new state assessment. Students at lower reading levels and in need of more intensive interventions are enrolled in a more specifically formatted course, Enrichment Reading, that is tailored to meet their reading needs in

phonics, fluency, vocabulary and comprehension. A new role of the LLT will be the continued analysis of the incoming reading data and the fluid placement of students within the Enrichment Reading and Advanced Reading courses to better serve their continually changing needs.

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

Common planning has been built into Julia Landon's master schedule in efforts to encourage positive working relationships between the teachers within content areas and grade levels. During common planning, teachers are able to collaborate to plan instruction to include common lesson activities, common mini-assessments, and common performance based projects. Common planning also provides teachers a platform to review a variety of student work samples using protocols and/or rubrics to determine the effectiveness of lessons; identify exemplary student work to calibrate grading expectations; calibrate student work to meet the expectations of the Standards; analyze and actively use real time data to create lessons during common planning; and group and regroup students based on data.

Peer Visitations are additional strategies that Julia Landon is using to encourage positive working relationships between teachers. A peer visitation schedule is provided to teachers that allows members of the Professional Learning Communities (PLCs) to conduct classroom observations on a rotating basis. During the peer visitations, the observing teacher uses an instructional observation form that focuses on the four pillars of instruction-Fully Engaged Students, Rigorous Content, Ownership, and Demonstrating Understanding. A shared inquiry session follows the Peer Visitation to allow teachers to debrief the peer visitation process during PLC common planning meetings.

Each content area PLC is participating in a differentiated book study. Last year the entire faculty completed a book study centering around the Gradual Release of Responsibility Method. To deepen the work of creating a culture of working relationships between teachers, the teachers determined the books for the 2014-2015 professional learning book study. The book studies are focused on research-based teaching and learning strategies to improve student achievement.

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

Teachers at Julia Landon are asked to communicate knowledge of any potential candidates for future hire to members of the school-based leadership team. The Leadership Team reviews the district teacher transfer list at the close of each school year to determine any potential openings AND to gain a pulse on the quality of candidates that could be applicants for the following school year.

Julia Landon actively participates in all district recruitment events as they are made available.

Teachers currently on staff are given consistent feedback and support from the school Leadership Team regarding instructional focus, PLC-driven collaboration, best practices and ongoing professional development. Teachers now have the opportunity to plan with their Professional Learning Community colleagues to plan lessons, analyze data and make instructional decisions within contractual hours, something previously deemed a luxury. This additional and adjusted planning time will encourage teachers to remain in this important profession.

The school-based leadership team, comprised of the principal, two assistant principals, test chairperson and ISSP teacher are all responsible for supporting teachers and maintaining a high level of teacher retention at Julia Landon. District content specialists also provide a great deal of support, providing professional development at the school site, visiting classrooms and providing feedback both directly to teachers and to the school based leadership team. The leadership team reviewed teacher survey data from The New Teacher Project. Based on the review of the survey data, the leadership team plans to use various protocols to create open dialogue with faculty and staff members to build moral and transparency.

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

Julia Landon has two teachers and one school counselor in need of an assigned mentor for the 2014-2015 school year.

Amy Warren, school counselor, paired with Judith Kelly, senior School Counselor.

We have two school counselors and they work closely together each day. It is a natural pairing.

Kathryn Dobson, 7th grade Math teacher, paired with Stacey Johnson, a veteran Math teacher who also teaches 7th grade. Ms. Johnson will receive Clinical Educator Training by October of 2014.

Ms. Dobson and Ms. Johnson formed an immediate bond and have been planning together since pre-planning. The pairing was curriculum-based and viewed as favorable by both educators.

Leonard Whitcomb, 7th and 8th Technology/Leadership teacher has been paired with Dr. John Buttiglieri, a veteran History teacher. Dr. Buttiglieri now teaches an elective Debate class. Dr. Buttiglieri is able to work with Mr. Whitcomb to develop and strengthen pedagogical skills. Dr. Buttiglieri will receive Clinical Educator Training by October 2014.

The school Professional Development Facilitator, Monica Knighton, meets monthly with the mentors and mentees to both support their collaborative work and communicate information that she has been given from the district. Ms. Knighton works closely with the principal to ensure that all new teachers have the correct number and duration of observations/evaluations as required in their MINT plans. The PDF and the principal also have access to the district MINT coordinator assigned to the school and have engaged in an initial meeting to date.

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 core content area PLCs work to unpack the new Florida State Standards within common planning meetings. While unpacking standards using the item specifications, both the teachers and administrators determine the standards' assessment limits, text types, task demands, response mechanisms, what students need to know, what students need to do to demonstrate their knowledge, and lesson activities that align to standards.

Instructional Strategies

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

Julia Landon uses data to provide and differentiate instruction to meet the diverse needs of students. Student data is used to match students with appropriate teachers who have specific skill sets in working with gifted learners, English Language Learners (ELLs), exceptional education students and students who need support in reading and math. At Julia Landon, students complete baseline assessments in August and September. Curriculum Guide Assessments (CGAs) are also administered quarterly throughout the school year. The quarterly assessments aid teachers in determining the pace and effectiveness of classroom instruction. Teachers triangulate data and determine instructional classroom implications to ensure instruction is based on the needs of students. Teachers modify instruction by grouping students into small instructional groups. During small group instruction and center rotations, teachers are able to provide explicit modeling for students and gradually release students to complete independent tasks at the complexity level of the assessments. Teachers use a plethora of online tools and technology mediums such as Achieve

3000, Digits, Khan Academy, and Write to Learn to assist students instructionally who are having difficulty mastering the proficient and advanced levels on both district and state assessments.

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: Weekend Program

Minutes added to school year:

Development of a Saturday program through January, February, March and April targeting bottom quartile students in the areas of Writing and Reading.

Math support will be provided for Bottom Quartile students as well, including all level 3 math students enrolled in Enrichment Algebra. Saturday schools will continue after the Math Florida State Assessment for Math students preparing to take the Algebra and Geometry End of Course Exam in May, 2015.

Strategy Rationale

Students with needs of support in reading and math will have access to additional instructional time with teachers to practice working with the standards and skills needed to perform well on the state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bravo, Sara, bravos@duvalschools.org

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

During the 2014-2015 school year, all students testing into the bottom quartile in math and/or reading according to the 2014 FCAT Assessments will be invited and strongly advised to attend Saturday sessions prior to the Florida State Assessment and EOC timeframes. Additional students will be invited on an individual basis by teachers and the leadership team through the use of ongoing CGA data and GPA performance data.

Strategy: After School Program

Minutes added to school year:

Teachers provide students with after school tutoring as needed throughout the school year. Athletic study hall is also a requirement for all athletes. The tutoring and study hall sessions provide students with extra instructional time.

Strategy Rationale

Teachers use data to determine that students may need one on one instruction with concepts and skill building. The after school tutoring and athletic study hall allows students to receive explicit and direct instruction with certified teachers.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bourgholtzer, MiChelle, werred@duvalschools.org

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

Student quarterly progress reports and report card grades will be analyzed to determine effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year:

Development of an after school tutoring program through February, March and April targeting students who need additional support in Science and Civics.

Strategy Rationale

Teachers can focus specifically on students who need strategic and purposeful instruction in 8th grade Science and 7th grade Civics twice weekly in preparation for the FCAT Science and the Civics State End of Course Exam.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bravo, Sara, bravos@duvalschools.org

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

Data on the number of students who have received grades of below 70% in 8th grade Science and 7th grade Civics will be collected during the 1st and 2nd quarters of the 2014-2015 school year to determine the targeted students for the after school tutoring program. Student academic performance data for the 3rd and 4th quarters, FCAT Science data, and Civics EOC data will be collected and analyzed to determine the effectiveness of the afternoon tutoring program. The teachers facilitating the program will be the 7th grade Civics teachers and the 8th grade Science teachers.

Strategy: Extended School Day

Minutes added to school year:

Community Education is a paid-program at Julia Landon serving students each week day from dismissal to 5:15pm. Students are placed in classes with a 25:1 teacher/student ratio and given support for homework, exposure and access to necessary technology and the opportunity to work together on group projects.

Strategy Rationale

Strategy Purpose(s)

""

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

During the 2013-2014 school year, co-directors sent quarterly community education student reports to the faculty. Teachers are asked to review these attendance lists and send the directors any information that would support the work these students are doing during their time in the community education program. The co-directors also review ongoing students data recorded for all their program students to determine the levels of support needed for these students on a daily basis. Program teacher placement is also determined through grade level, ongoing data and behavioral trends.

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

All incoming 6th graders, 7th graders and 8th graders participate in a Spring Orientation in May. During this orientation, parents and students are able to become acclimated into the school culture. Parents receive valuable information on academics, extra-curricular activities, and how to communicate with the school. The students participate in a scavenger hunt and team building activities with their peers that allows them to familiarize themselves with the school building. The relationship building between teachers and students begins with this May orientation. At the end of July, a summer orientation is held for all students and families. Historically, between 70-80% of teachers volunteer for the summer orientation. Students receive class schedules, and parents are able to meet the teachers that volunteer at the orientation. Incoming 6th grade girls participate in the Girl Scouts Passages program for four days in the summer. The Passages program allows the girls to familiarize themselves with the school building, ask questions about middle school to the Julia Landon Leadership Team, find their classes, practice opening their lockers, etc. All 6th grade students are scheduled into a Leadership class that focuses on Stephen Covey's 7 Habits of Highly Effective Teens. The leadership curriculum, Passages program, and orientations assist students and families with acclimation into middle school.

Vertical academic planning occurs with greater intent due to the feeder pattern nature of current district principal and assistant principal meetings. Magnet recruitment involves the communication of preparation strategies for Julia Landon students to matriculate to Stanton College Prep, Paxon School for Advanced Studies and Darnell-Cookman School for the Medical Arts. Critical thinking strategies such as the integration of political cartoons, DBQs and socratic seminars are common-

place and expected within all Reading, ELA and Social Studies classes at Julia Landon. All Julia Landon students must successfully complete High School Algebra evidenced by a passing score on the State Algebra End of Course Exam upon completion of their eighth grade year. The 8th grade students also complete a Career Inventory in History classes each year.

High School Night is scheduled each school year in December for 8th grade students and parents as well as any 7th grade families who wish to all get a jump start on preparing for the transition to high school. During the 2013-2014 High School Night, six high schools were represented throughout the evening. The high schools that attended were Stanton College Prep, Paxon School for Advanced Studies, Mandarin High School, Fletcher High School, Darnell-Cookman School of the Medical Arts, and Sandalwood High School. Julia Landon 8th grade students participate in a tour of Stanton High School and Paxon School of the Advanced Studies each year in January. Students who are accepted into high school acceleration programs including Advanced Placement, International Baccalaureate, Early College, and AICE are honored by representatives of respective high schools during the Julia Landon Acceleration Celebration. Strong partnerships have been built between Julia Landon and feeder schools to provide both academic and social-emotional support to outgoing cohorts of students.

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.** The English/Language Arts Professional Learning Community will utilize common planning time to grow as a PLC and within each grade-level content area.
- G2.** Increase reading gains by participating in the Advanced Enrichment course.
- G3.** Increase reading proficiency with Level 1 and 2 readers.
- G4.** Increase the effective use of time during the Electives Professional Learning Community meetings by focusing on reading and math bell ringers that are aligned to the new Florida State Standards.
- G5.** Social Studies will use informational text to increase reading comprehension.
- G6.** Increase the effective use of time during the Social Studies Professional Learning Community meetings by focusing on the needs of each grade level.
- G7.** Increase rigor in Science 6th, 7th and 8th grade classrooms by embedding reading and vocabulary strategies as students interact with complex science informational text.
- G8.** Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students.
- G9.** Incorporate interactive notebooks into mathematics classrooms.
- G10.** Increase student achievement in already proficient in math subgroups while deepening and extending their math knowledge.
- G11.** Increase the use of tier 2 and tier 3 interventions in math courses by providing opportunities for students to be fully engaged in the content and to demonstrate their understanding of the math standards.

- G12.** Decrease the number of excessive student morning tardiness by creating a school wide morning tardy policy.
- G13.** Expected number of students with excessive unexcused absences will be 1% or less of the student population.
- G14.** Decrease the number of students in in-school suspension and out-of-school suspension by 1 percent.

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. The English/Language Arts Professional Learning Community will utilize common planning time to grow as a PLC and within each grade-level content area. **1a**

 G039975

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	90.0

Resources Available to Support the Goal **2**

- English Language Arts and Enrichment Reading Common Planning Periods
- English Language Arts Book Study using Boy Writers by Ralph Fletcher
- Florida State English Language Arts Standards
- Early Release Meetings and Trainings
- Florida State Assessment Training Tests for Teachers and Students

Targeted Barriers to Achieving the Goal **3**

- The new Florida State Standards are significantly different from previous years' standards. Members of the English Language Arts PLC will have to study item specifications for new standards to ensure the information presented in class lessons are aligned to the standards.

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

Common Planning meetings will be scheduled weekly with an instructional focus. The common planning meetings will be added to the school-wide professional development calendar.

Person Responsible

Talya Taylor

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

-Common Planning Agendas -Lesson plans -Student Assignments

G2. Increase reading gains by participating in the Advanced Enrichment course. 1a

G039620

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	90.0

Resources Available to Support the Goal 2

- Advanced Enrichment curriculum developed by the district
- Elective classes using reading bell-ringers
- High complexity text utilized in Language Arts and Content Area classes

Targeted Barriers to Achieving the Goal 3

- Advanced Enrichment teachers need professional development to implement literacy circles with fidelity.
- The challenge of moving students forward who are proficient in reading while deepening their analysis of text.

Plan to Monitor Progress Toward G2. 8

Student Curriculum Guide Assessment Data will be disaggregated to determine specific reading skills are improving

Person Responsible

Talya Taylor

Schedule

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

Evidence of Completion

Increased scores on English Language Arts Curriculum Guide Assessments, increased scores on state assessment tests

G3. Increase reading proficiency with Level 1 and 2 readers. 1a

G039614

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	89.0

Resources Available to Support the Goal 2

- Enrichment Reading classes have been developed for students who need strategic, targeted reading support in the five components of the reading process: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.
- The teachers teaching Enrichment Reading are Reading Endorsed Teachers.
- Reading instruction will be provided to the students daily. Students will have to ability the graduate from Enrichment Reading to Advanced Reading as individual academic progress improves throughout the course of the school year.
- Students in Enrichment Reading are scheduled with the same teacher for English Language Arts and Enrichment Reading.

Targeted Barriers to Achieving the Goal 3

- Teachers will need strong district support with using the SRA Corrective Reading Program with fidelity.

Plan to Monitor Progress Toward G3. 8

Scheduled common planning meetings will be monitored by school based and district leadership teams to ensure Enrichment Reading teachers are working to implement the SRA Corrective Reading program with fidelity.

Person Responsible

Talya Taylor

Schedule

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

Evidence of Completion

-Increase in reading proficiency with Level 1 and 2 readers as determined by Enrichment Reading Progress Monitoring Assessments -Improved scores on the quarterly Curriculum Guide Assessments -Improved Diagnostic Assessments in Reading (DAR) Scores

G4. Increase the effective use of time during the Electives Professional Learning Community meetings by focusing on reading and math bell ringers that are aligned to the new Florida State Standards. 1a

Targets Supported

1b

G041494

Indicator	Annual Target
AMO Reading - All Students	90.0
AMO Math - All Students	95.0

Resources Available to Support the Goal 2

- Teacher created bell ringers for reading and math that are aligned to the Florida State Standards.

Targeted Barriers to Achieving the Goal 3

- Lack of common planning among electives teachers to collaborate on grade appropriate content and rigor within the reading and math bell ringer assignments.

Plan to Monitor Progress Toward G4. 8

The data collected and reviewed throughout the year to determine progress toward the goal will be student scores on math and reading CGAs.

Person Responsible

Schedule

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

Evidence of Completion

Evidence used to demonstrate the was monitored and whether progress is being made toward the selected targets will be increased scores of both reading and math applications across core content CGAs.

G5. Social Studies will use informational text to increase reading comprehension. 1a

G039959

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

Resources Available to Support the Goal 2

- Document Based Questions
- Content Specific Book Study-Building Literacy in Social Studies by Donna Ogle, Ron Klemp and Bill McBride
- Primary and Secondary Sources

Targeted Barriers to Achieving the Goal 3

- Students have difficulty finding main ideas and evidence from historical text. Students have difficulty understanding the information in historical texts that are written using cause and effect, comparison/contrast, and problem/solution textual structures.

Plan to Monitor Progress Toward G5. 8

PLC Agendas and samples from teacher's lesson plans will be collected throughout the year. Samples of student work and teacher assessments will also be reviewed throughout the year to monitor progress toward the goal.

Person Responsible

Erin Conklin


Schedule

Monthly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans showing the use of informational text. PLC agendas that demonstrate how teachers are working to implement informational text in their classrooms. Student work that shows students using informational text.

G6. Increase the effective use of time during the Social Studies Professional Learning Community meetings by focusing on the needs of each grade level. 1a

 G039888

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	90.0

Resources Available to Support the Goal 2

- Content specific book study: Building Literacy in Social Studies by Donna Ogle, Ron Klemp and Bill McBride
- Grade Level Common Planning
- Early Release Professional Learning Community Planning

Targeted Barriers to Achieving the Goal 3

- Social Studies has a different curriculum for grades 6, 7, and 8. The curriculum for 6th grade is World History. The curriculum for 7th grade is Civics. The curriculum for 8th grade is U.S. History.

Plan to Monitor Progress Toward G6. 8

Social Studies PLC will continue to review the book study and how it applies to their classroom.

Person Responsible

Erin Conklin

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Social studies teachers will share as a whole group or with their grade level on their implementation of the items learned in the book study.

G7. Increase rigor in Science 6th, 7th and 8th grade classrooms by embedding reading and vocabulary strategies as students interact with complex science informational text. 1a

G039616

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0

Resources Available to Support the Goal 2

- Science Professional Learning Community Common Planning
- Differentiated student instruction including student centers for break out/reinforcement sessions; menu style projects; and lab activities.
- Science PLC will utilize daily bellringers, exit slips, collaborative assessments, differentiated projects and higher order questioning within daily instruction.
- Peer Visitation Schedule
- Content Specific Book Study-From Stem to Steam by David A. Sousa and Tom Pilecki
- Explorer Learning Gizmos
- Spiraled focus lessons in 8th grade classrooms to reteach 7th and 6th grade science standards.
- Consumable Science Textbooks

Targeted Barriers to Achieving the Goal 3

- Absence of scientific equipment at each grade level decreases the opportunities for students to participate in interactive scientific lessons and execute labs.
- Students need more exposure to science informational text to increase their reading comprehension and stamina in order to interpret science content questions.

Plan to Monitor Progress Toward G7. 8

Progress monitoring data including Curriculum Guide Assessments each quarter, student work, completed lab assignments and Gizmo assignments will be the data collected to evaluate progress towards meeting the goal.

Person Responsible

Eugene Hays

Schedule

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

Evidence of Completion

Pop in Visit Forms notating Rigorous Instruction, Lesson Plans, Curriculum Guide Assessment Data, Student interactive notebooks, student work.

G8. Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students. 1a

G039622

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0

Resources Available to Support the Goal 2

- Consumable Textbooks
- Gizmos
- Performance Matters Data-Curriculum Guide Assessment Data

Targeted Barriers to Achieving the Goal 3

- Students need to increase their reading stamina and comprehension in order to interpret science content.
- Students need to increase their ability in analysis of data, graphs, and scientific models.
- Absence of scientific equipment at each grade level inhibits full implementation of hands on science learning.

Plan to Monitor Progress Toward G8. 8

Grade level teachers discuss project progress with students, provide guidance when appropriate, and share out in PLC meetings. Assistant Principal will attend grade level common planning meetings to monitor these activities in meetings.

Person Responsible

Eugene Hays

Schedule

Monthly, from 8/18/2014 to 1/5/2015

Evidence of Completion

Students showing growth in projects based on discussions with teachers and resulting project.

G9. Incorporate interactive notebooks into mathematics classrooms. 1a

G039617

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	95.0

Resources Available to Support the Goal 2

- Bell Ringers and Exit Slips
- Graphic Organizers
- Venn Diagrams
- Technology/Data Reports from and CGAs
- Student and teacher reflections
- Classwork and home learning

Targeted Barriers to Achieving the Goal 3

- Lack of internet access at home for students to complete assignments from Digits curriculum that should be included in the interactive notebooks.

Plan to Monitor Progress Toward G9. 8

Frequent checks of interactive math notebooks in all math classrooms.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Student reflections on the use of interactive notebooks and teacher review of student interactive math notebooks on a regular basis.

G10. Increase student achievement in already proficient in math subgroups while deepening and extending their math knowledge. 1a

 G039618

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	95.0

Resources Available to Support the Goal 2

- Online textbook
- Florida Math League Competition which increases problem solving skills
- Webb's DOK and Higher Order Thinking questioning techniques collaboratively developed during PLC common planning
- Math Club

Targeted Barriers to Achieving the Goal 3

- The expectation to teach all of the requirements on the curriculum guide within a given amount of time without sufficient time to creatively incorporate higher level math problem solving.

Plan to Monitor Progress Toward G10. 8

Math lead teacher will complete classroom observations of all math classes, analyze student achievement data alongside math teachers, and assist math teachers with creating next steps to continue incorporating rigorous activities in math assignments that extends math knowledge.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Student created projects, reflections in interactive notebooks and reflections on formal and informal assessments. Curriculum Guide Assessment Data, Progress Monitoring Data, Student work samples.

G11. Increase the use of tier 2 and tier 3 interventions in math courses by providing opportunities for students to be fully engaged in the content and to demonstrate their understanding of the math standards.

1a

 G039621

Targets Supported 1b

Indicator	Annual Target
Math Gains	89.0

Resources Available to Support the Goal 2

- Online videos and games that support classroom instruction
- Online textbook support
- Curriculum Guide Assessment Data
- Hands-on manipulatives that move students from engaging in concrete learning to abstract thinking

Targeted Barriers to Achieving the Goal 3

- Program necessity for all students who attend Julia Landon to be enrolled in advanced math courses.

Plan to Monitor Progress Toward G11. 8

Data from math baseline assessments, quarterly CGAs, and classroom assessments will be analyzed regularly.

Person Responsible

Kristie Putnal

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Curriculum Guide Assessment Data, Math Unit Assessment Data, Student Work

G12. Decrease the number of excessive student morning tardiness by creating a school wide morning tardy policy. 1a

G039613

Targets Supported 1b

Indicator	Annual Target
Attendance rate	1.0

Resources Available to Support the Goal 2

- School tracking technology from Dowling Douglas
- Morning waiting areas for each grade level
- School Wide Morning Tardy Policy

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in enforcement of the school's morning tardy policy.

Plan to Monitor Progress Toward G12. 8

Weekly tardy logs, and tardy reports will be compiled and reviewed throughout the year to determine the progress of decreasing morning tardies.

Person Responsible

MiChelle Bourgholtzer

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Feedback and reevaluation of morning tardiness policy by school's leadership team, tardy logs, parent contact logs, parent conference forms

G13. Expected number of students with excessive unexcused absences will be 1% or less of the student population. 1a

G039612

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0

Resources Available to Support the Goal 2

- School Messenger System
- Oncourse

Targeted Barriers to Achieving the Goal 3

- Lack of understanding by parents and students regarding the importance of attending school regularly.
- Inconsistent teacher documentation of attendance using Oncourse

Plan to Monitor Progress Toward G13. 8

Review of absentee data

Person Responsible

MiChelle Bourgholtzer

Schedule

Weekly, from 8/25/2014 to 6/5/2015


Evidence of Completion

Feedback and reevaluation absentee data by school's leadership team.

G14. Decrease the number of students in in-school suspension and out-of-school suspension by 1 percent.

1a

Targets Supported 1b

 G039611

Indicator	Annual Target
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- 2014-2015 Student Code of Conduct
-

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of training with handling student discipline issues
- Inconsistent implementation of school wide discipline

Plan to Monitor Progress Toward G14. 8

Review of discipline data

Person Responsible

MiChelle Bourgholtzer

Schedule

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

Evidence of Completion

Feedback and reevaluation of school wide discipline procedures by school's leadership team.

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

 = Problem Solving Step  S123456 = Quick Key

G1. The English/Language Arts Professional Learning Community will utilize common planning time to grow as a PLC and within each grade-level content area. **1**

 G039975

G1.B2 The new Florida State Standards are significantly different from previous years' standards. Members of the English Language Arts PLC will have to study item specifications for new standards to ensure the information presented in class lessons are aligned to the standards. **2**

 B098045

G1.B2.S1 Use common planning or time to unpack the new Florida State Standards. Unpacking the Florida State Standards utilizing the test item specifications will provide teachers clarification the complexity of the standards. Teachers will understand what students in each grade level are expected to know and do. Teachers will also understand the assessment limits of the standard, the text types, the acceptable response mechanisms, and the task demands of the standards. Sample questions from the test item specifications can be evaluated during common planning time to assist teachers with aligning common assignments and common teacher created assessments with the Florida State Standards. **4**

 S109368

Strategy Rationale

Unpacking the Florida State Standards utilizing the test item specifications will provide teachers clarification the complexity of the standards. Teachers will understand what students in each grade level are expected to know and do. Teachers will also understand the assessment limits of the standard, the text types, the acceptable response mechanisms, and the task demands of the standards. Sample questions from the test item specifications can be evaluated during common planning time to assist teachers with aligning common assignments and common teacher created assessments with the Florida State Standards.

Action Step 1 **5**

District Literacy Specialist will facilitate a professional development session modeling how to unpack English Language Arts standards using the Florida Assessment Test Item Specifications.

Person Responsible

Talya Taylor

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

-Unpacking Standards Worksheet -Common Planning Agenda -Lesson Plans with use of activities generated from the Unpacking Standards Worksheet

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

- Lesson Plans will show evidence of unpacked standards and lesson activities aligned to English Language Arts Standards
- Classroom Observations
- Curriculum Guide Assessment Data

Person Responsible

Kimberly Fifield

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

- Common Planning Agendas -Unpacking Standards Worksheets -Lesson Plans -Completed Student Assignments

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

The strategy will be monitored by evaluating ELA teacher lesson plans during weekly pop in visits. Classroom observations with the Assistant Principals and District Literacy Specialist will monitor instructional delivery of English Language Arts standards.

Person Responsible

Talya Taylor


Schedule

Weekly, from 8/25/2014 to 6/5/2015


Evidence of Completion

- Julia Landon Pop In Feedback Forms -District Literacy Specialist Next Steps

G2. Increase reading gains by participating in the Advanced Enrichment course. 1


 G039620

G2.B1 Advanced Enrichment teachers need professional development to implement literacy circles with fidelity. 2

 B095682

G2.B1.S1 District specialists will provide professional development training for all Advanced Enrichment teachers on the instructional framework of the class, shared inquiry discussions, and literature circles.

4

 S107778

Strategy Rationale

The district has created a new curriculum for the Advanced Reading Course. Teachers have had minimal training on the instructional framework of the course. Professional Development is necessary for full understanding and subsequent implementation by the teachers in order to increase student gains in reading.

Action Step 1 5

The action step needed to implement the strategy is professional development opportunities for teachers.

Person Responsible

Talya Taylor

Schedule

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

Evidence of Completion

Advanced Enrichment teachers will attend the professional development workshop, participate in the discussions, observe the modeling of the curriculum implementation, teacher engagement is observed by attending administrators.

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

Administrators and teachers of Advanced Enrichment will acquire understanding of how to conduct the Advanced Enrichment class using the literary circles as a strategy for improving student gains.

Person Responsible

Talya Taylor

Schedule

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

Evidence of Completion

Evidence that the strategy was monitored and being implemented with fidelity will be agendas for the PD workshop, translating the agenda into working model, teacher notes and interaction in the training.

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

To monitor and support the effectiveness of implementation of the strategy, the school administrators will hold the district specialist responsible for providing training on the curriculum for Advanced Enrichment by ensuring they arrive on time, have an agenda, follow the agenda, provide comprehensive discrimination of information to the teachers.

Person Responsible

Talya Taylor


Schedule

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


Evidence of Completion

Evidence used to demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness will be the timely arrival of the facilitators, an agenda, dissemination of information for teachers implementation of the literary circles in the classroom, and observation by administrators of teacher implementation within the classroom.

G2.B2 The challenge of moving students forward who are proficient in reading while deepening their analysis of text. **2**

 B095684

G2.B2.S1 Content Area teachers including English Language Arts, Social Studies and Science teachers will use the Gradual Release of Responsibility Method to engage students in analyzing and making meaning of low, moderate, and high texts that are both Literary and Expository. **4**

 S106866

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

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

Leadership Team and District Content Area Specialists will conduct classroom observations specifically focused on the Gradual Release of Responsibility Method

Person Responsible

Schedule

Evidence of Completion

CAST Data Informal Observational Data Student Reading Performance Data on Curriculum Guide Assessments, DAR Progress Monitoring Assessments, IOWA Assessment and State Assessments

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

Student reading gains will be evident in comparison of baseline assessments to Curriculum Guide Assessments 1, 2, 3 and 4.


Person Responsible

Schedule


Evidence of Completion

Informal Observational Data Student Reading Performance Data on Curriculum Guide Assessments, DAR Progress Monitoring Assessments, IOWA Assessment and State Assessments.


G3. Increase reading proficiency with Level 1 and 2 readers. 1

 G039614

G3.B1 Teachers will need strong district support with using the SRA Corrective Reading Program with fidelity. 2

 B095668

G3.B1.S1 Enrichment Reading teachers will attend the Teacher Academy to receive training on how to implement the SRA Corrective Reading Program. Additional SRA Corrective Reading professional development opportunities will be provided for teachers who were unable to attend the Teacher Academy in October, 2014. 4

 S106837

Strategy Rationale

District Literacy Specialists will provide teachers with modeling, co-teaching and observational support to guide Enrichment Reading Teachers through using the SRA Corrective Reading Program with Fidelity.

Action Step 1 5

Communicate frequently with assigned District Literacy Specialist to request formal training on the SRA corrective program. Once a training is available, ensure the teachers in need of the training successfully register and attend.

Person Responsible

Talya Taylor

Schedule

On 10/3/2014

Evidence of Completion

-Completed Temporary Duty Elsewhere Paperwork -SRA Corrective Reading Sign in Sheet
-SRA Corrective Reading Agenda -Emails regarding scheduling and requests for training

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

Follow up communication between the assistant principal, district literacy specialists and teachers regarding the logistics of the SRA Corrective Reading training schedule.

Person Responsible

Talya Taylor

Schedule

On 10/3/2014

Evidence of Completion

-Emails requesting the training -Confirmation of teacher registration for the training

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

Principal, assistant principals and district literacy specialists will observe Enrichment Reading classes to monitor the implementation of the SRA Corrective Reading program.

Person Responsible

Talya Taylor

Schedule

On 6/5/2015


Evidence of Completion

-Observation Notes -Teacher Lesson Plans -Classroom Feedback Forms


G4. Increase the effective use of time during the Electives Professional Learning Community meetings by focusing on reading and math bell ringers that are aligned to the new Florida State Standards. 1

 G041494

G4.B1 Lack of common planning among electives teachers to collaborate on grade appropriate content and rigor within the reading and math bell ringer assignments. 2

 B100559

G4.B1.S1 During PLC meetings on early release days, elective teachers assigned math bell ringers will collaborate. Elective teachers assigned reading bell ringers will collaborate. The collaboration will ensure efficacy of materials being used to reinforce content of core classes within the elective classes. 4

 S111796

Strategy Rationale

Elective PLC members will have the opportunity to discuss bell ringer content, grade appropriateness, and rigor, in order to construct activities that will result in student growth in math and reading.

Action Step 1 5

During early release planning days, the elective PLC will meet for an allotted portion of the professional development period. The teachers will bring samples of current bell ringers and potential bell ringers for future use; teachers will also bring samples of student work on bell ringers.

Person Responsible

Erin Mah

Schedule

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

Evidence of Completion

Evidence used to demonstrate completion of the activity will be a digital collection of math bell ringers/resource sites appropriate for each grade, and a digital collection of reading bell ringers/resource sites appropriate for each grade.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLC lead teacher will ensure digital bell ringer/resource folder is filed on the shared drive under Elective PLC.

Person Responsible

Erin Mah

Schedule

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

Evidence of Completion

Evidence used to demonstrate the action plan was monitored and whether it is being implemented with fidelity will be teacher sign-in sheets at the PLC meetings, contribution of samples/resources, and observation by administrators of rigour, content specific and grade level appropriate bell ringers being used within the elective classrooms.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Disaggregation of student data from core content area CGAs will be used as support of the effectiveness of implementation of content specific, rigorous, and grade appropriate bell ringers.

Person Responsible

Talya Taylor


Schedule

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


Evidence of Completion

Evidence used to demonstrate the action plan for the strategy was monitored and being implemented with effectiveness will be increased scores of both reading and math applications across core content CGAs.


G5. Social Studies will use informational text to increase reading comprehension. 1

 G039959

G5.B1 Students have difficulty finding main ideas and evidence from historical text. Students have difficulty understanding the information in historical texts that are written using cause and effect, comparison/contrast, and problem/solution textual structures. 2

 B096566

G5.B1.S1 Teachers will participate in a book study that teaches building literacy in social studies. 4

 S107822

Strategy Rationale

As part of PD to increase student reading comprehension, teachers will read a book to incorporate strategies into their classrooms.

Action Step 1 5

Once a month, social studies teachers will collaborate to review information they have read from the book study.

Person Responsible

Erin Conklin

Schedule

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

Evidence of Completion

Agendas Group discussions

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Each member of the SS PLC will be responsible for sharing/teaching a chapter of the book.

Person Responsible

Erin Conklin

Schedule

Monthly, from 9/4/2014 to 6/3/2015

Evidence of Completion

PLC agendas will show how each member has taught/shared a chapter of the book. Lesson plans will also be used to show how the information taught in the book study has been applied to teacher's classrooms.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

During PLC meetings, teachers will bring in student work and artifacts from their class that is showing the implementation of the book study.

Person Responsible

Erin Conklin

Schedule

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

Evidence of Completion

Student work, lesson plans, and other artifacts from teacher's classrooms will show the implementation of the book study. PLC agendas will also be used to demonstrate that teachers are sharing how they using the knowledge gained from the book study.

G6. Increase the effective use of time during the Social Studies Professional Learning Community meetings by focusing on the needs of each grade level. 1

 G039888

G6.B1 Social Studies has a different curriculum for grades 6, 7, and 8. The curriculum for 6th grade is World History. The curriculum for 7th grade is Civics. The curriculum for 8th grade is U.S. History. 2

 B096447

G6.B1.S1 Teachers will meet within grade level professional learning communities on early release days and during common planning to work on unpacking content area standards, develop common assignments and common assessments, and analyze progress monitoring data. 4

 S107655

Strategy Rationale

Teachers can collaborate to determine the alignment of the instructional focus with common lessons. Teachers can engage in a continuous learning cycle to improve pedagogy.

Action Step 1 5

Teachers will meet with their grade level counterpart to effectively plan for their curriculum.

Person Responsible

Erin Conklin

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Lesson plans that show collaboration.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

During early releases and plc meetings, teachers will be given time to effectively plan based on grade levels.

Person Responsible

Erin Conklin

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

PLC meeting minutes.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Grade levels will meet with an agenda to produce effective lesson plans

Person Responsible

Erin Conklin


Schedule

Monthly, from 8/25/2014 to 6/3/2015


Evidence of Completion

Meeting agendas Common lesson plans

G7. Increase rigor in Science 6th, 7th and 8th grade classrooms by embedding reading and vocabulary strategies as students interact with complex science informational text. 1

 G039616

G7.B1 Absence of scientific equipment at each grade level decreases the opportunities for students to participate in interactive scientific lessons and execute labs. 2

 B095673

G7.B1.S1 Schedule labs and activities on a rotating basis. 4

 S106844

Strategy Rationale

This will allow multiple teachers to facilitate labs with minimal resources.

Action Step 1 5

Determine order of labs/activities within grade level.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Aligned Investigations are preformed on different days in different classes.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Discussion of logistics regarding the sharing of lab/activity materials.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

PLC meeting notes/minutes

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Discussion between teachers regarding the effectiveness of the lab rotation schedule within the curriculum being taught.

Person Responsible

Christopher Johnson


Schedule

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

Evidence of Completion

Discussions/communication between teachers leading to schedule changes when needed.

G7.B1.S2 Utilize virtual resources to supplement activities. 4

 S106845

Strategy Rationale

This will allow broader access to activities that would otherwise not be possible in the classroom.

Action Step 1 5

Schedule usage of the computer labs and/or computer carts.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Labs/carts have been for scheduled and utilized by the students.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Contact with appropriate personnel regarding scheduling and usage of technology within the building to ensure proper scheduling and usage of equipment.

Person Responsible

Eugene Hays

Schedule

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

Evidence of Completion

Usage of technology

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Discussion regarding the effectiveness of technology usage and identifying changes that need to be made.

Person Responsible

Christopher Johnson


Schedule

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


Evidence of Completion

Notes/minutes from PLC meeting

G7.B2 Students need more exposure to science informational text to increase their reading comprehension and stamina in order to interpret science content questions. 2

 B095674

G7.B2.S1 Incorporate use of Science reading strategies into instruction. 4

 S106846

Strategy Rationale

Provide students opportunities to interact with complex scientific text.

Action Step 1 5

Use differentiated reading strategies specific to student needs based on Achieve 3000 Reading data

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Differentiated assignments, lesson plans, Achieve 3000 usage data

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Classroom observation by leadership team and district science specialists will occur to support the implementation of reading strategies to comprehend informational texts.

Person Responsible

Eugene Hays

Schedule

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

Evidence of Completion

PLC meeting notes/minutes, classroom feedback forms, Achieve 3000 data, Curriculum Guide Assessment Data

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Evaluation of student assessment data using both informal and formal assessment data.

Person Responsible

Eugene Hays

Schedule

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

Evidence of Completion

Student work showing growth in reading comprehension.

G7.B2.S2 Utilize vocabulary strategies based on Frayer Model, visualization and making connections to deepen their understanding of content vocabulary. 4

 S106847

Strategy Rationale

Without basic vocabulary knowledge, students will struggle with the concepts in class.

Action Step 1 5

Incorporate Science vocabulary dissection strategies in lesson plans.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Lesson plans, Student work

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Teacher discussion on implementation within the classroom and student response/growth

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Student work examples

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

Peer visitations by teachers in the science professional learning community will occur throughout the school year to promote peer evaluation and feedback regarding the strategies implemented.

Person Responsible

Christopher Johnson


Schedule

Quarterly, from 9/8/2014 to 4/3/2015


Evidence of Completion

Growth in vocabulary usage/understanding within students, peer evaluation forms.


G8. Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students. 1

 G039622

G8.B1 Students need to increase their reading stamina and comprehension in order to interpret science content. 2

 B095688

G8.B1.S1 Incorporate reading strategies into assignments, mold to specific student needs based off Achieve 3000 testing data. 4

 S106869

Strategy Rationale

This will allow differentiation within the classroom to reach each students specific needs.

Action Step 1 5

Specific graphic organizers/reading strategies for individual students based on Achieve 3000 data.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Activities in Interactive Science Notebooks

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Discussion with teachers regarding strategies in place for students and what is working in their classrooms.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

PLC minutes/notes

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Work done by students in Interactive Science Notebook and evidence of comprehension through exit slips

Person Responsible

Christopher Johnson


Schedule

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

Evidence of Completion

Increased proficiency in students.

G8.B1.S2 Reinforcing content writing skills, using school-wide FRIESS writing strategy and emphasize writing with evidence and support. 4

 S106870

Strategy Rationale

The set protocols will focus students writing and increase the usage of evidence and support in their responses.

Action Step 1 5

Provide open ended questions to students that lend to usage of the FRIESS strategy and require evidence and support.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Answers to questions/prompts in the Interactive Science Notebook

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Discussion of writing strategies utilized in the classroom, identifying what is working and adjusting strategies when needed.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

PLC minutes/notes

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Teacher analysis/evaluation of student writing to determine successful application of writing strategies.

Person Responsible

Christopher Johnson

Schedule

On 6/5/2015

Evidence of Completion

Student writing growth and increased support in answers/explanations.

G8.B2 Students need to increase their ability in analysis of data, graphs, and scientific models. 2

 B095689

G8.B2.S1 Utilize technology to deepen student use of and comfort with models, graphs, and data including but not limited to iResponse, interactive white boards, and computers. 4

 S106871

Strategy Rationale

Technology will allow students to manipulate data and be exposed to multiple variations of the same information.

Action Step 1 5

Create activities that allow students to utilize technology while manipulating and interpreting data.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Utilization of technology within the classroom focused on students analyzing data.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Observe implementation of technology related to students analyzing data and discussions/ planning with teachers.

Person Responsible

Eugene Hays

Schedule

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

Evidence of Completion

Technology written into lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Teacher analysis of Gizmo's, lab write-up data, and other appropriate activities.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Student growth in data analysis evidenced in ISJ

G8.B2.S2 Students will learn to utilize the proper techniques to collect, graph, and analyze data during in class labs and hands on activities. 4

 S106872

Strategy Rationale

Students need procedures to ensure that they are gathering proper and accurate data.

Action Step 1 5

Teacher created labs/activities that cause students to collect, represent, analyze, and interpret data.

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

Student work in ISJ

Plan to Monitor Fidelity of Implementation of G8.B2.S2 6

Group lesson planning and discussion of appropriate activities

Person Responsible

Eugene Hays

Schedule

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

Evidence of Completion

Teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B2.S2 7

Student growth in the collection and analysis of data

Person Responsible

Christopher Johnson


Schedule

On 6/5/2015

Evidence of Completion

Student assessment scores will show an increase (labs, Gizmos, tests, CGA's)

G8.B2.S3 All students will design and conduct a Science Project through which they will demonstrate application of the Scientific process. 4

 S106873

Strategy Rationale

This provides real life application of the Scientific process and shows the importance of following those steps.

Action Step 1 5

Class discussion and/or Q&A regarding Science Project progress

Person Responsible

Christopher Johnson

Schedule

On 6/5/2015

Evidence of Completion

Discussions held between teachers and students.

Action Step 2 5

Students "present" project

Person Responsible

Eugene Hays

Schedule

On 6/5/2015

Evidence of Completion

Scored Rubric

Plan to Monitor Fidelity of Implementation of G8.B2.S3 6

Discussion with teachers regarding student progress on Science Projects

Person Responsible

Christopher Johnson

Schedule

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

Evidence of Completion

PLC agenda/notes

Plan to Monitor Effectiveness of Implementation of G8.B2.S3 7

Discussions with and/or reflections from students identifying and/or pushing for growth in projects

Person Responsible

Christopher Johnson

Schedule

Biweekly, from 8/18/2014 to 1/5/2015

Evidence of Completion

Growth in complexity and/or effectiveness of project.

G8.B3 Absence of scientific equipment at each grade level inhibits full implementation of hands on science learning. 2

 B095690

G8.B3.S1 Stagger lab days between grade level teachers to maximize the usage of equipment that we have on site. 4

 S106874

Strategy Rationale

Action Step 1 5

Schedule labs on a staggered basis between teachers.

Person Responsible

Schedule

Evidence of Completion

Labs are preformed on different days from other grade level teachers.

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Discussion with teachers regarding ways to best utilize equipment available at school through altering instruction schedules.

Person Responsible

Schedule

Evidence of Completion

PLC meeting notes and teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Discussion regarding how sharing of materials worked, ways to improve process, and any issues with timing of lab within the curriculum.

Person Responsible

Schedule

Evidence of Completion

Discussion during common planning.

G8.B3.S2 Apply for monies to increase the equipment and availability of resources at school (SAC, PTSA, Grants) 4

 S106875

Strategy Rationale

Action Step 1 5

Apply for grant(s) and/or monies that could be used to purchase new lab equipment

Person Responsible

Schedule

Evidence of Completion

Applications/grants completed

Plan to Monitor Fidelity of Implementation of G8.B3.S2 6

Discussion regarding needs and opportunities for grants

Person Responsible

Schedule

Evidence of Completion

Applications being filed

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 7

Discussion regarding how applications are being chosen and completed, collaboration between grade levels to maximize potential effectiveness.

Person Responsible

Schedule

Evidence of Completion

Applications being accepted.

G8.B3.S3 Utilize virtual labs through the use of Gizmo's 4

 S106876

Strategy Rationale

Action Step 1 5

Assign Gizmo's to students

Person Responsible

Schedule

Evidence of Completion

Students turn in Exploration Guide and/or assessment questions and/or virtual labs from textbooks.

Plan to Monitor Fidelity of Implementation of G8.B3.S3 6

Gizmos are being assigned to students

Person Responsible

Schedule

Evidence of Completion

Results/data from students work.

Plan to Monitor Effectiveness of Implementation of G8.B3.S3 7

Students show understanding and/or mastery of concept as reflected by their work.

Person Responsible

Schedule

Evidence of Completion

Student growth in Scientific thinking/investigation skills and knowledge of concept.

G9. Incorporate interactive notebooks into mathematics classrooms. 1

 G039617

G9.B1 Lack of internet access at home for students to complete assignments from Digits curriculum that should be included in the interactive notebooks. 2

 B095675

G9.B1.S1 The computer lab will be opened every day at 7:30 for students to complete assignments. 4

 S106848

Strategy Rationale

Action Step 1 5

The computer lab will be open each day for students to complete assignments with the assistance of the computer lab teacher.

Person Responsible

Kristie Putnal

Schedule

Daily, from 8/20/2014 to 6/5/2015

Evidence of Completion

The computer lab teacher will monitor/track the number of students using the lab. She will stay in contact with classroom teachers about current assignments.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Monitor students entering computer lab.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Administration will ensure the lab is consistently opened on time for all students every day.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

The computer lab teacher will contact teachers as needed about upcoming assignments and monitor students' work.

Person Responsible

Kristie Putnal


Schedule

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

Evidence of Completion

The computer lab teacher will assist students with their assignments and maintain a relationship with classroom teachers about upcoming assignments.

G9.B1.S2 Athletes will have access to the computer lab during study hall 30 minutes each day. 4

 S106849

Strategy Rationale

Action Step 1 5

The coaches will take the athletes to the computer lab each day before practice starts.

Person Responsible

MiChelle Bourgholtzer

Schedule

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

Evidence of Completion

The coaches will monitor athletes grades and stay in contact with teachers if an athlete falls behind in classes.

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

The Athletic Director will stay in contact with the coaches and make sure study hall is held each day and students are staying on task.

Person Responsible

MiChelle Bourgholtzer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Progress reports and 9 week quarter grades

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

The Athletic Director and the Administration will ensure that study hall is effective every day.

Person Responsible

MiChelle Bourgholtzer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Progress report and 9 week quart grades

G9.B1.S3 Increase the amount of computer time during the school day by reserving a computer lab or reserving a computer cart. 4

 S106850

Strategy Rationale

Action Step 1 5

Classroom teachers should work with the computer lab teacher or STC to incorporate more technology into the classroom and provide students time at school to work on assignments.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Technology reports generated by the classroom teacher.

Plan to Monitor Fidelity of Implementation of G9.B1.S3 6

Classroom teachers will incorporate computer time in their classrooms.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Data reports generated by the classroom teacher or computer lab teacher.

Plan to Monitor Effectiveness of Implementation of G9.B1.S3 7

Teachers will increase the amount of time students are able to work on computer assignments in class.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Technology reports generated by the teachers.

G10. Increase student achievement in already proficient in math subgroups while deepening and extending their math knowledge. 1

 G039618

G10.B1 The expectation to teach all of the requirements on the curriculum guide within a given amount of time without sufficient time to creatively incorporate higher level math problem solving. 2

 B095677

G10.B1.S1 Teachers will use the CGA baseline data to prioritize their curriculum and plan collaboratively as a grade level and/or by subject area to ensure all skills are covered in depth while incorporating higher level questioning techniques. 4

 S106851

Strategy Rationale

Action Step 1 5

Prioritizing the curriculum to ensure all skills are covered in-depth. Unpacking math standards during PLC Meetings.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Quarterly CGAs data

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Quarterly Curriculum Guide Assessments and teacher exit slips will be monitored to evaluate student academic progress.

Person Responsible

Kristie Putnal

Schedule

On 6/5/2015

Evidence of Completion

The results of quarterly CGAs, classroom formal and informal assessments and classroom projects

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Effectiveness of deepening the content knowledge while covering the material in the curriculum guide.

Person Responsible

Kristie Putnal


Schedule

Biweekly, from 8/25/2014 to 6/5/2015


Evidence of Completion

CGA baseline data, informal and formal classroom assessments, classroom projects

G11. Increase the use of tier 2 and tier 3 interventions in math courses by providing opportunities for students to be fully engaged in the content and to demonstrate their understanding of the math standards. 1

 G039621

G11.B2 Program necessity for all students who attend Julia Landon to be enrolled in advanced math courses. 2

 B120481

G11.B2.S1 Enroll students who need additional math support in Enrichment Math and Enrichment Algebra courses. 4

 S132358

Strategy Rationale

Enrichment Math and Enrichment Algebra courses will give teachers time to work with students to close mathematical academic gaps on basic skills needed for students to be successful in core math classes.

Action Step 1 5

Teachers will differentiate instruction by content, process, product and environment to engage students in targeted assignments to ensure students are mastering the standards.

Person Responsible

Kristie Putnal

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Lesson plans, differentiated assignments, bell ringers, student work, and classroom observation feedback forms will be collected to demonstrate completion of the action step.

Plan to Monitor Fidelity of Implementation of G11.B2.S1 6

District math specialists, Principal, Assistant Principals and math lead teacher will conduct weekly classroom visits to look for students fully engaged in differentiated assignments.

Person Responsible

Kristie Putnal

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Classroom Feedback Forms, district support feedback emails

Plan to Monitor Effectiveness of Implementation of G11.B2.S1 7

Modeling of math strategies; the creation of differentiated math assignments; coaching of effective instructional activity management strategies will be done to support the implementation of the use of tier 2 and tier 3 interventions.

Person Responsible

Kristie Putnal


Schedule

Biweekly, from 10/27/2014 to 6/5/2015

Evidence of Completion

Curriculum Guide Assessment data, student work, progress monitoring assessment data, unit assessments, lesson plans, classroom visit feedback forms


G12. Decrease the number of excessive student morning tardiness by creating a school wide morning tardy policy. 1

 G039613

G12.B1 Lack of consistency in enforcement of the school's morning tardy policy. 2

 B095667

G12.B1.S1 Utilize Student Services Director to make personal contact with parents to address and emphasize the importance of regular and timely school attendance. 4

 S106835

Strategy Rationale

With monitoring of the tardy policy and continual parent contact, parents will understand the importance of ensuring students are in class to maximize instructional time.

Action Step 1 5

A student at JLCP is considered tardy if s/he is not present inside the classroom when the bell rings at 8:10 a.m. Tardy students are to report to the main office secretary to receive a tardy slip before entering class late. All tardies are documented through the school's electronic tracking system. Notifications letters are sent to parents when students receive their fourth tardy.

Person Responsible

MiChelle Bourgholtzer

Schedule

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

Evidence of Completion

A copy of the tardy notification letter will be place in the student's file. A phone log documenting the parent phone call will be kept with in the Student Services Office.

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Student Services Director will review the morning tardy lists, tardy notification letters, and phone log to ensure that the proper procedures have been utilized.

Person Responsible

MiChelle Bourgholtzer

Schedule

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

Evidence of Completion

Review of tardy notification letters and phone logs reconciled against the morning tardy list.

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

1st through 3rd Tardy: Student notification by way of tardy slip. The third tardy slip will have a warning notice printed on it. 4th Tardy: Student issued Tardy Notification Letter. A copy of that letter is sent home to the parent through the mail as well. 5th Tardy: Parent is contacted by assistant principal or student services director. A phone conference is documented. 8th Tardy (or more): Parent conference is requested and may involve a representative from the district truancy office along with the principal and school resource officer.

Person Responsible

MiChelle Bourgholtzer


Schedule

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

Evidence of Completion

Submission of tardy reports to leadership team, Parent contact logs, Parent conference documentation

G13. Expected number of students with excessive unexcused absences will be 1% or less of the student population. 1

 G039612

G13.B1 Lack of understanding by parents and students regarding the importance of attending school regularly. 2

 B095664

G13.B1.S1 Utilize Student Services Director to make personal contact with parents to address and emphasize the importance of consistency of school attendance. 4

 S106832

Strategy Rationale

Action Step 1 5

Parent will receive a phone call from upon the 5th unexcused absence.

Person Responsible

MiChelle Bourgholtzer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

A phone log documenting the parent phone call will be kept with in the Student Services Office.

Plan to Monitor Fidelity of Implementation of G13.B1.S1 6

Student Services Director will review weekly absence reports and phone log to ensure that the proper procedures have been utilized.

Person Responsible

MiChelle Bourgholtzer

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Review of phone logs reconciled against the daily absence report.

Plan to Monitor Effectiveness of Implementation of G13.B1.S1 7

Review of absentee data

Person Responsible

MiChelle Bourgholtzer


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Submission of absentee report to leadership team.

G13.B2 Inconsistent teacher documentation of attendance using Oncourse **2**

 B095665

G13.B2.S1 Contact teachers utilizing school email to to remind teachers to record absences in Oncourse. **4**

 S106834

Strategy Rationale

Action Step 1 **5**

Missing attendance report will be run through Oncourse and a teacher with missing attendance will be emailed and asked to input daily attendance.

Person Responsible

MiChelle Bourgholtzer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Missing daily attendance report will be kept in the Student Services Office along with emails to the teacher.

Plan to Monitor Fidelity of Implementation of G13.B2.S1 **6**

Student Services Director will review weekly absence reports and emails to ensure that attendance is being updated into the Oncourse.

Person Responsible

MiChelle Bourgholtzer

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Review of emails reconciled against the daily missing attendance report.

Plan to Monitor Effectiveness of Implementation of G13.B2.S1 7

Review of missing attendance reports

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Submission of overall missing attendance report to leadership team.

G14. Decrease the number of students in in-school suspension and out-of-school suspension by 1 percent. 1

 G039611

G14.B1 Teachers' lack of training with handling student discipline issues 2

 B095662

G14.B1.S1 Utilize professional development opportunities where teachers are trained in alternative ways to access and handle student discipline. 4

 S106830

Strategy Rationale

Action Step 1 5

Teachers will be introduced to alternative ways to assist students with behavior issues. The focus of the trainings will be on discipline being restorative instead of punitive.

Person Responsible

Schedule

Evidence of Completion

Documentation of training agenda as well as sign in logs will be maintained in the Student Services Office.

Plan to Monitor Fidelity of Implementation of G14.B1.S1 6

Student Services Director will review the school wide discipline report to ensure that the focus of discipline is restorative instead of punitive whenever possible.

Person Responsible

Schedule

Evidence of Completion

Review of referrals from teachers to ensure that discipline referrals are the necessary means of action.

Plan to Monitor Effectiveness of Implementation of G14.B1.S1 7

Review of discipline data


Person Responsible

Schedule


Evidence of Completion

Submission of discipline report to leadership team.

G14.B2 Inconsistent implementation of school wide discipline **2**

 B095663

G14.B2.S1 Utilize Student Services Director/ISSP teacher to implement a school wide positive behavior system to aid in consistent and effective discipline procedures . **4**

 S106831

Strategy Rationale

Action Step 1 **5**

Student Service Director will aid teachers by providing strategies for working with student discipline issues where the focus is restorative instead of punitive wherever possible.

Person Responsible

MiChelle Bourgholtzer

Schedule

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

Evidence of Completion

Documentation of individual assistance recorded and maintained and emailed weekly.

Plan to Monitor Fidelity of Implementation of G14.B2.S1 **6**

Student Services Director will review the school wide discipline report to ensure that the focus of discipline is restorative instead of punitive whenever possible.

Person Responsible

MiChelle Bourgholtzer

Schedule

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

Evidence of Completion

Review of referrals from teachers to ensure that discipline referrals are the necessary means of action.

Plan to Monitor Effectiveness of Implementation of G14.B2.S1 7

Review of discipline data

Person Responsible

MiChelle Bourgholtzer

Schedule

On 6/5/2015

Evidence of Completion

Submission of discipline report to leadership team.

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
G14.B1.S1.A1	Teachers will be introduced to alternative ways to assist students with behavior issues. The focus of the trainings will be on discipline being restorative instead of punitive.		Documentation of training agenda as well as sign in logs will be maintained in the Student Services Office.	once	
G14.B2.S1.A1	Student Service Director will aid teachers by providing strategies for working with student discipline issues where the focus is restorative instead of punitive wherever possible.	Bourgholtzer, MiChelle	8/18/2014	Documentation of individual assistance recorded and maintained and emailed weekly.	6/5/2015 daily
G13.B1.S1.A1	Parent will receive a phone call from upon the 5th unexcused absence.	Bourgholtzer, MiChelle	8/25/2014	A phone log documenting the parent phone call will be kept with in the Student Services Office.	6/5/2015 daily
G13.B2.S1.A1	Missing attendance report will be run through Oncourse.and a teacher with missing attendance will be emailed and asked to input daily attendance.	Bourgholtzer, MiChelle	8/25/2014	Missing daily attendance report will be kept in the Student Services Office along with emails to the teacher.	6/5/2015 daily
G12.B1.S1.A1	A student at JLCP is considered tardy if s/he is not present inside the classroom when the bell rings at 8:10 a.m. Tardy students are to report to the main office secretary to receive a tardy slip before entering class late. All tardies are documented through the school's electronic tracking system. Notifications letters are sent to parents when students receive their fourth tardy.	Bourgholtzer, MiChelle	8/18/2014	A copy of the tardy notification letter will be place in the student's file. A phone log documenting the parent phone call will be kept with in the Student Services Office.	6/5/2015 daily
G7.B1.S1.A1	Determine order of labs/activities within grade level.	Johnson, Christopher	8/18/2014	Aligned Investigations are preformed on different days in different classes.	6/5/2015 monthly
G7.B1.S2.A1	Schedule usage of the computer labs and/or computer carts.	Johnson, Christopher	8/18/2014	Labs/carts have been for scheduled and utilized by the students.	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
G7.B2.S1.A1	Use differentiated reading strategies specific to student needs based on Achieve 3000 Reading data	Johnson, Christopher	8/18/2014	Differentiated assignments, lesson plans, Achieve 3000 usage data	6/5/2015 quarterly
G7.B2.S2.A1	Incorporate Science vocabulary dissection strategies in lesson plans.	Johnson, Christopher	8/18/2014	Lesson plans, Student work	6/5/2015 monthly
G9.B1.S1.A1	The computer lab will be open each day for students to complete assignments with the assistance of the computer lab teacher.	Putnal, Kristie	8/20/2014	The computer lab teacher will monitor/ track the number of students using the lab. She will stay in contact with classroom teachers about current assignments.	6/5/2015 daily
G9.B1.S2.A1	The coaches will take the athletes to the computer lab each day before practice starts.	Bourgholtzer, MiChelle	8/18/2014	The coaches will monitor athletes grades and stay in contact with teachers if an athlete falls behind in classes.	6/5/2015 daily
G9.B1.S3.A1	Classroom teachers should work with the computer lab teacher or STC to incorporate more technology into the classroom and provide students time at school to work on assignments.	Putnal, Kristie	8/18/2014	Technology reports generated by the classroom teacher.	6/5/2015 weekly
G10.B1.S1.A1	Prioritizing the curriculum to ensure all skills are covered in-depth. Unpacking math standards during PLC Meetings.	Putnal, Kristie	8/18/2014	Quarterly CGAs data	6/5/2015 biweekly
G8.B1.S1.A1	Specific graphic organizers/reading strategies for individual students based on Achieve 3000 data.	Johnson, Christopher	8/18/2014	Activities in Interactive Science Notebooks	6/5/2015 biweekly
G8.B1.S2.A1	Provide open ended questions to students that lend to usage of the FRIESS strategy and require evidence and support.	Johnson, Christopher	8/18/2014	Answers to questions/prompts in the Interactive Science Notebook	6/5/2015 weekly
G8.B2.S1.A1	Create activities that allow students to utilize technology while manipulating and interpreting data.	Johnson, Christopher	8/18/2014	Utilization of technology within the classroom focused on students analyzing data.	6/5/2015 monthly
G8.B2.S2.A1	Teacher created labs/activities that cause students to collect, represent, analyze, and interpret data.	Johnson, Christopher	8/18/2014	Student work in ISJ	6/5/2015 monthly
G8.B2.S3.A1	Class discussion and/or Q&A regarding Science Project progress	Johnson, Christopher	8/18/2014	Discussions held between teachers and students.	6/5/2015 one-time
G8.B3.S1.A1	Schedule labs on a staggered basis between teachers.		Labs are preformed on different days from other grade level teachers.	once	
G8.B3.S2.A1	Apply for grant(s) and/or monies that could be used to purchase new lab equipment		Applications/ grants completed	once	
G8.B3.S3.A1	Assign Gizmo's to students		Students turn in Exploration Guide and/or assessment questions and/ or virtual labs from textbooks.	once	
G6.B1.S1.A1	Teachers will meet with their grade level counterpart to effectively plan for their curriculum.	Conklin, Erin	8/25/2014	Lesson plans that show collaboration.	6/3/2015 monthly
G2.B1.S1.A1	The action step needed to implement the strategy is professional development opportunities for teachers.	Taylor, Talya	8/18/2014	Advanced Enrichment teachers will attend the professional development workshop, participate in the discussions, observe the modeling of the curriculum implementation, teacher	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				engagement is observed by attending administrators.	
G5.B1.S1.A1	Once a month, social studies teachers will collaborate to review information they have read from the book study.	Conklin, Erin	9/1/2014	Agendas Group discussions	6/1/2015 monthly
G1.B2.S1.A1	District Literacy Specialist will facilitate a professional development session modeling how to unpack English Language Arts standards using the Florida Assessment Test Item Specifications.	Taylor, Talya	8/25/2014	-Unpacking Standards Worksheet - Common Planning Agenda -Lesson Plans with use of activities generated from the Unpacking Standards Worksheet	6/5/2015 monthly
G4.B1.S1.A1	During early release planning days, the elective PLC will meet for an allotted portion of the professional development period. The teachers will bring samples of current bell ringers and potential bell ringers for future use; teachers will also bring samples of student work on bell ringers.	Mah, Erin	8/18/2014	Evidence used to demonstrate completion of the activity will be a digital collection of math bell ringers/ resource sites appropriate for each grade, and a digital collection of reading bell ringers/resource sites appropriate for each grade.	6/5/2015 monthly
G3.B1.S1.A1	Communicate frequently with assigned District Literacy Specialist to request formal training on the SRA corrective program. Once a training is available, ensure the teachers in need of the training successfully register and attend.	Taylor, Talya	9/22/2014	-Completed Temporary Duty Elsewhere Paperwork -SRA Corrective Reading Sign in Sheet -SRA Corrective Reading Agenda -Emails regarding scheduling and requests for training	10/3/2014 one-time
G2.B2.S1.A1	[no content entered]			one-time	
G11.B2.S1.A1	Teachers will differentiate instruction by content, process, product and environment to engage students in targeted assignments to ensure students are mastering the standards.	Putnal, Kristie	9/2/2014	Lesson plans, differentiated assignments, bell ringers, student work, and classroom observation feedback forms will be collected to demonstrate completion of the action step.	6/5/2015 biweekly
G8.B2.S3.A2	Students "present" project	Hays, Eugene	8/18/2014	Scored Rubric	6/5/2015 one-time
G1.MA1	Common Planning meetings will be scheduled weekly with an instructional focus. The common planning meetings will be added to the school-wide professional development calendar.	Taylor, Talya	8/25/2014	-Common Planning Agendas -Lesson plans -Student Assignments	6/5/2015 weekly
G1.B2.S1.MA1	The strategy will be monitored by evaluating ELA teacher lesson plans during weekly pop in visits. Classroom observations with the Assistant Principals and District Literacy Specialist will monitor instructional delivery of English Language Arts standards.	Taylor, Talya	8/25/2014	-Julia Landon Pop In Feedback Forms -District Literacy Specialist Next Steps	6/5/2015 weekly
G1.B2.S1.MA1	-Lesson Plans will show evidence of unpacked standards and lesson activities aligned to English Language Arts Standards -Classroom Observations -Curriculum Guide Assessment Data	Fifield, Kimberly	8/25/2014	-Common Planning Agendas - Unpacking Standards Worksheets - Lesson Plans -Completed Student Assignments	6/5/2015 monthly
G2.MA1	Student Curriculum Guide Assessment Data will be disaggregated to determine specific reading skills are improving	Taylor, Talya	8/18/2014	Increased scores on English Language Arts Curriculum Guide Assessments, increased scores on state assessment tests	6/5/2015 monthly
G2.B2.S1.MA1	Student reading gains will be evident in comparison of baseline assessments to Curriculum Guide Assessments 1, 2, 3 and 4.		Informal Observational Data Student Reading Performance	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Data on Curriculum Guide Assessments, DAR Progress Monitoring Assessments, IOWA Assessment and State Assessments.		
G2.B2.S1.MA1	Leadership Team and District Content Area Specialists will conduct classroom observations specifically focused on the Gradual Release of Responsibility Method		CAST Data Informal Observational Data Student Reading Performance Data on Curriculum Guide Assessments, DAR Progress Monitoring Assessments, IOWA Assessment and State Assessments	once	
G2.B1.S1.MA1	To monitor and support the effectiveness of implementation of the strategy, the school administrators will hold the district specialist responsible for providing training on the curriculum for Advanced Enrichment by ensuring they arrive on time, have an agenda, follow the agenda, provide comprehensive discrimination of information to the teachers.	Taylor, Talya	8/18/2014	Evidence used to demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness will be the timely arrival of the facilitators, an agenda, dissemination of information for teachers implementation of the literary circles in the classroom, and observation by administrators of teacher implementation within the classroom.	6/5/2015 monthly
G2.B1.S1.MA1	Administrators and teachers of Advanced Enrichment will acquire understanding of how to conduct the Advanced Enrichment class using the literary circles as a strategy for improving student gains.	Taylor, Talya	8/18/2014	Evidence that the strategy was monitored and being implemented with fidelity will be agendas for the PD workshop, translating the agenda into working model, teacher notes and interaction in the training.	6/5/2015 quarterly
G3.MA1	Scheduled common planning meetings will be monitored by school based and district leadership teams to ensure Enrichment Reading teachers are working to implement the SRA Corrective Reading program with fidelity.	Taylor, Talya	8/18/2014	-Increase in reading proficiency with Level 1 and 2 readers as determined by Enrichment Reading Progress Monitoring Assessments -Improved scores on the quarterly Curriculum Guide Assessments -Improved Diagnostic Assessments in Reading (DAR) Scores	6/5/2015 monthly
G3.B1.S1.MA1	Principal, assistant principals and district literacy specialists will observe Enrichment Reading classes to monitor the implementation of the SRA Corrective Reading program.	Taylor, Talya	10/6/2014	-Observation Notes -Teacher Lesson Plans -Classroom Feedback Forms	6/5/2015 one-time
G3.B1.S1.MA1	Follow up communication between the assistant principal, district literacy specialists and teachers regarding the logistics of the SRA Corrective Reading training schedule.	Taylor, Talya	9/15/2014	-Emails requesting the training - Confirmation of teacher registration for the training	10/3/2014 one-time
G4.MA1	The data collected and reviewed throughout the year to determine		8/18/2014	Evidence used to demonstrate the was monitored and whether progress is	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
	progress toward the goal will be student scores on math and reading CGAs.			being made toward the selected targets will be increased scores of both reading and math applications across core content CGAs.	
G4.B1.S1.MA1	Disaggregation of student data from core content area CGAs will be used as support of the effectiveness of implementation of content specific, rigorous, and grade appropriate bell ringers.	Taylor, Talya	8/18/2014	Evidence used to demonstrate the action plan for the strategy was monitored and being implemented with effectiveness will be increased scores of both reading and math applications across core content CGAs.	6/5/2015 monthly
G4.B1.S1.MA1	PLC lead teacher will ensure digital bell ringer/resource folder is filed on the shared drive under Elective PLC.	Mah, Erin	8/18/2014	Evidence used to demonstrate the action plan was monitored and whether it is being implemented with fidelity will be teacher sign-in sheets at the PLC meetings, contribution of samples/ resources, and observation by administrators of rigour, content specific and grade level appropriate bell ringers being used within the elective classrooms.	6/5/2015 monthly
G5.MA1	PLC Agendas and samples from teacher's lesson plans will be collected throughout the year. Samples of student work and teacher assessments will also be reviewed throughout the year to monitor progress toward the goal.	Conklin, Erin	9/4/2014	Teacher lesson plans showing the use of informational text. PLC agendas that demonstrate how teachers are working to implement informational text in their classrooms. Student work that shows students using informational text.	6/3/2015 monthly
G5.B1.S1.MA1	During PLC meetings, teachers will bring in student work and artifacts from their class that is showing the implementation of the book study.	Conklin, Erin	9/4/2014	Student work, lesson plans, and other artifacts from teacher's classrooms will show the implementation of the book study. PLC agendas will also be used to demonstrate that teachers are sharing how they using the knowledge gained from the book study.	6/4/2015 monthly
G5.B1.S1.MA1	Each member of the SS PLC will be responsible for sharing/teaching a chapter of the book.	Conklin, Erin	9/4/2014	PLC agendas will show how each member has taught/shared a chapter of the book. Lesson plans will also be used to show how the information taught in the book study has been applied to teacher's classrooms.	6/3/2015 monthly
G6.MA1	Social Studies PLC will continue to review the book study and how it applies to their classroom.	Conklin, Erin	8/25/2014	Social studies teachers will share as a whole group or with their grade level on their implementation of the items learned in the book study.	6/3/2015 monthly
G6.B1.S1.MA1	Grade levels will meet with an agenda to produce effective lesson plans	Conklin, Erin	8/25/2014	Meeting agendas Common lesson plans	6/3/2015 monthly
G6.B1.S1.MA1	During early releases and plc meetings, teachers will be given time to effectively plan based on grade levels.	Conklin, Erin	8/25/2014	PLC meeting minutes.	6/3/2015 monthly
G7.MA1	Progress monitoring data including Curriculum Guide Assessments each quarter, student work, completed lab assignments and Gizmo assignments will be the data collected to evaluate progress towards meeting the goal.	Hays, Eugene	8/18/2014	Pop in Visit Forms notating Rigorous Instruction, Lesson Plans, Curriculum Guide Assessment Data, Student interactive notebooks, student work.	6/5/2015 monthly
G7.B1.S1.MA1	Discussion between teachers regarding the effectiveness of the lab rotation schedule within the curriculum being taught.	Johnson, Christopher	8/18/2014	Discussions/communication between teachers leading to schedule changes when needed.	6/5/2015 monthly
G7.B1.S1.MA1	Discussion of logistics regarding the sharing of lab/activity materials.	Johnson, Christopher	8/18/2014	PLC meeting notes/minutes	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B2.S1.MA1	Evaluation of student assessment data using both informal and formal assessment data.	Hays, Eugene	8/18/2014	Student work showing growth in reading comprehension.	6/5/2015 weekly
G7.B2.S1.MA1	Classroom observation by leadership team and district science specialists will occur to support the implementation of reading strategies to comprehend informational texts.	Hays, Eugene	8/18/2014	PLC meeting notes/minutes, classroom feedback forms, Achieve 3000 data, Curriculum Guide Assessment Data	6/5/2015 monthly
G7.B1.S2.MA1	Discussion regarding the effectiveness of technology usage and identifying changes that need to be made.	Johnson, Christopher	8/18/2014	Notes/minutes from PLC meeting	6/5/2015 monthly
G7.B1.S2.MA1	Contact with appropriate personnel regarding scheduling and usage of technology within the building to ensure proper scheduling and usage of equipment.	Hays, Eugene	8/18/2014	Usage of technology	6/5/2015 monthly
G7.B2.S2.MA1	Peer visitations by teachers in the science professional learning community will occur throughout the school year to promote peer evaluation and feedback regarding the strategies implemented.	Johnson, Christopher	9/8/2014	Growth in vocabulary usage/ understanding within students, peer evaluation forms.	4/3/2015 quarterly
G7.B2.S2.MA1	Teacher discussion on implementation within the classroom and student response/growth	Johnson, Christopher	9/8/2014	Student work examples	6/5/2015 monthly
G8.MA1	Grade level teachers discuss project progress with students, provide guidance when appropriate, and share out in PLC meetings. Assistant Principal will attend grade level common planning meetings to monitor these activities in meetings.	Hays, Eugene	8/18/2014	Students showing growth in projects based on discussions with teachers and resulting project.	1/5/2015 monthly
G8.B1.S1.MA1	Work done by students in Interactive Science Notebook and evidence of comprehension through exit slips	Johnson, Christopher	8/18/2014	Increased proficiency in students.	6/5/2015 weekly
G8.B1.S1.MA1	Discussion with teachers regarding strategies in place for students and what is working in their classrooms.	Johnson, Christopher	8/18/2014	PLC minutes/notes	6/5/2015 monthly
G8.B2.S1.MA1	Teacher analysis of Gizmo's, lab write-up data, and other appropriate activities.	Johnson, Christopher	8/18/2014	Student growth in data analysis evidenced in ISJ	6/5/2015 monthly
G8.B2.S1.MA1	Observe implementation of technology related to students analyzing data and discussions/planning with teachers.	Hays, Eugene	8/18/2014	Technology written into lesson plans	6/5/2015 monthly
G8.B3.S1.MA1	Discussion regarding how sharing of materials worked, ways to improve process, and any issues with timing of lab within the curriculum.		Discussion during common planning.	once	
G8.B3.S1.MA1	Discussion with teachers regarding ways to best utilize equipment available at school through altering instruction schedules.		PLC meeting notes and teacher lesson plans	once	
G8.B1.S2.MA1	Teacher analysis/evaluation of student writing to determine successful application of writing strategies.	Johnson, Christopher	8/25/2014	Student writing growth and increased support in answers/explanations.	6/5/2015 one-time
G8.B1.S2.MA1	Discussion of writing strategies utilized in the classroom, identifying what is working and adjusting strategies when needed.	Johnson, Christopher	8/18/2014	PLC minutes/notes	6/5/2015 monthly
G8.B2.S2.MA1	Student growth in the collection and analysis of data	Johnson, Christopher	8/18/2014	Student assessment scores will show an increase (labs, Gizmos, tests, CGA's)	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B2.S2.MA1	Group lesson planning and discussion of appropriate activities	Hays, Eugene	8/18/2014	Teacher lesson plans	6/5/2015 monthly
G8.B3.S2.MA1	Discussion regarding how applications are being chosen and completed, collaboration between grade levels to maximize potential effectiveness.		Applications being accepted.	once	
G8.B3.S2.MA1	Discussion regarding needs and opportunities for grants		Applications being filed	once	
G8.B2.S3.MA1	Discussions with and/or reflections from students identifying and/or pushing for growth in projects	Johnson, Christopher	8/18/2014	Growth in complexity and/or effectiveness of project.	1/5/2015 biweekly
G8.B2.S3.MA1	Discussion with teachers regarding student progress on Science Projects	Johnson, Christopher	8/18/2014	PLC agenda/notes	6/5/2015 monthly
G8.B3.S3.MA1	Students show understanding and/or mastery of concept as reflected by their work.		Student growth in Scientific thinking/ investigation skills and knowledge of concept.	once	
G8.B3.S3.MA1	Gizmos are being assigned to students		Results/data from students work.	once	
G9.MA1	Frequent checks of interactive math notebooks in all math classrooms.	Putnal, Kristie	8/18/2014	Student reflections on the use of interactive notebooks and teacher review of student interactive math notebooks on a regular basis.	6/5/2015 weekly
G9.B1.S1.MA1	The computer lab teacher will contact teachers as needed about upcoming assignments and monitor students' work.	Putnal, Kristie	8/18/2014	The computer lab teacher will assist students with their assignments and maintain a relationship with classroom teachers about upcoming assignments.	6/5/2015 weekly
G9.B1.S1.MA1	Monitor students entering computer lab.	Putnal, Kristie	8/18/2014	Administration will ensure the lab is consistently opened on time for all students every day.	6/5/2015 daily
G9.B1.S2.MA1	The Athletic Director and the Administration will ensure that study hall is effective every day.	Bourgholtzer, MiChelle	8/25/2014	Progress report and 9 week quart grades	6/5/2015 daily
G9.B1.S2.MA1	The Athletic Director will stay in contact with the coaches and make sure study hall is held each day and students are staying on task.	Bourgholtzer, MiChelle	8/25/2014	Progress reports and 9 week quarter grades	6/5/2015 daily
G9.B1.S3.MA1	Teachers will increase the amount of time students are able to work on computer assignments in class.	Putnal, Kristie	8/18/2014	Technology reports generated by the teachers.	6/5/2015 weekly
G9.B1.S3.MA1	Classroom teachers will incorporate computer time in their classrooms.	Putnal, Kristie	8/18/2014	Data reports generated by the classroom teacher or computer lab teacher.	6/5/2015 weekly
G10.MA1	Math lead teacher will complete classroom observations of all math classes, analyze student achievement data alongside math teachers, and assist math teachers with creating next steps to continue incorporating rigorous activities in math assignments that extends math knowledge.	Putnal, Kristie	8/18/2014	Student created projects, reflections in interactive notebooks and reflections on formal and informal assessments. Curriculum Guide Assessment Data, Progress Monitoring Data, Student work samples.	6/5/2015 daily
G10.B1.S1.MA1	Effectiveness of deepening the content knowledge while covering the material in the curriculum guide.	Putnal, Kristie	8/25/2014	CGA baseline data, informal and formal classroom assessments, classroom projects	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.MA1	Quarterly Curriculum Guide Assessments and teacher exit slips will be monitored to evaluate student academic progress.	Putnal, Kristie	9/2/2014	The results of quarterly CGAs, classroom formal and informal assessments and classroom projects	6/5/2015 one-time
G11.MA1	Data from math baseline assessments, quarterly CGAs, and classroom assessments will be analyzed regularly.	Putnal, Kristie	8/18/2014	Curriculum Guide Assessment Data, Math Unit Assessment Data, Student Work	5/29/2015 biweekly
G11.B2.S1.MA1	Modeling of math strategies; the creation of differentiated math assignments; coaching of effective instructional activity management strategies will be don to support the implementation of the use of tier 2 and tier 3 interventions.	Putnal, Kristie	10/27/2014	Curriculum Guide Assessment data, student work, progress monitoring assessment data, unit assessments, lesson plans, classroom visit feedback forms	6/5/2015 biweekly
G11.B2.S1.MA1	District math specialists, Principal, Assistant Principals and math lead teacher will conduct weekly classroom visits to look for students fully engaged in differentiated assignments.	Putnal, Kristie	10/6/2014	Lesson plans, Classroom Feedback Forms, district support feedback emails	6/5/2015 weekly
G12.MA1	Weekly tardy logs, and tardy reports will be compiled and reviewed throughout the year to determine the progress of decreasing morning tardies.	Bourgholtzer, MiChelle	8/25/2014	Feedback and reevaluation of morning tardiness policy by school's leadership team, tardy logs, parent contact logs, parent conference forms	6/5/2015 weekly
G12.B1.S1.MA1	1st through 3rd Tardy: Student notification by way of tardy slip. The third tardy slip will have a warning notice printed on it. 4th Tardy: Student issued Tardy Notification Letter. A copy of that letter is sent home to the parent through the mail as well. 5th Tardy: Parent is contacted by assistant principal or student services director. A phone conference is documented. 8th Tardy (or more): Parent conference is requested and may involve a representative from the district truancy office along with the principal and school resource officer.	Bourgholtzer, MiChelle	8/18/2014	Submission of tardy reports to leadership team, Parent contact logs, Parent conference documentation	6/5/2015 weekly
G12.B1.S1.MA1	Student Services Director will review the morning tardy lists, tardy notification letters, and phone log to ensure that the proper procedures have been utilized.	Bourgholtzer, MiChelle	8/18/2014	Review of tardy notification letters and phone logs reconciled against the morning tardy list.	6/5/2015 daily
G13.MA1	Review of absentee data	Bourgholtzer, MiChelle	8/25/2014	Feedback and reevaluation absentee data by school's leadership team.	6/5/2015 weekly
G13.B1.S1.MA1	Review of absentee data	Bourgholtzer, MiChelle	8/25/2014	Submission of absentee report to leadership team.	6/5/2015 weekly
G13.B1.S1.MA1	Student Services Director will review weekly absence reports and phone log to ensure that the proper procedures have been utilized.	Bourgholtzer, MiChelle	8/25/2014	Review of phone logs reconciled against the daily absence report.	6/5/2015 weekly
G13.B2.S1.MA1	Review of missing attendance reports		8/25/2014	Submission of overall missing attendance report to leadership team.	6/5/2015 weekly
G13.B2.S1.MA1	Student Services Director will review weekly absence reports and emails to ensure that attendance is being updated into the Oncourse.	Bourgholtzer, MiChelle	8/25/2014	Review of emails reconciled against the daily missing attendance report.	6/5/2015 daily
G14.MA1	Review of discipline data	Bourgholtzer, MiChelle	8/18/2014	Feedback and reevaluation of school wide discipline procedures by school's leadership team.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G14.B1.S1.MA1	Review of discipline data		Submission of discipline report to leadership team.	once	
G14.B1.S1.MA1	Student Services Director will review the school wide discipline report to ensure that the focus of discipline is restorative instead of punitive whenever possible.		Review of referrals from teachers to ensure that discipline referrals are the necessary means of action.	once	
G14.B2.S1.MA1	Review of discipline data	Bourgholtzer, MiChelle	8/18/2014	Submission of discipline report to leadership team.	6/5/2015 one-time
G14.B2.S1.MA1	Student Services Director will review the school wide discipline report to ensure that the focus of discipline is restorative instead of punitive whenever possible.	Bourgholtzer, MiChelle	8/18/2014	Review of referrals from teachers to ensure that discipline referrals are the necessary means of action.	6/5/2015 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. The English/Language Arts Professional Learning Community will utilize common planning time to grow as a PLC and within each grade-level content area.

G1.B2 The new Florida State Standards are significantly different from previous years' standards. Members of the English Language Arts PLC will have to study item specifications for new standards to ensure the information presented in class lessons are aligned to the standards.

G1.B2.S1 Use common planning or time to unpack the new Florida State Standards. Unpacking the Florida State Standards utilizing the test item specifications will provide teachers clarification the complexity of the standards. Teachers will understand what students in each grade level are expected to know and do. Teachers will also understand the assessment limits of the standard, the text types, the acceptable response mechanisms, and the task demands of the standards. Sample questions from the test item specifications can be evaluated during common planning time to assist teachers with aligning common assignments and common teacher created assessments with the Florida State Standards.

PD Opportunity 1

District Literacy Specialist will facilitate a professional development session modeling how to unpack English Language Arts standards using the Florida Assessment Test Item Specifications.

Facilitator

Robin Hogan-District Literacy Specialist

Participants

Amy Wells, Kimberly Fifield, Tammy Terry, Stephanie Barker, Sandra Halperin, PeTika Tave, Monica Knighton

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G2. Increase reading gains by participating in the Advanced Enrichment course.

G2.B1 Advanced Enrichment teachers need professional development to implement literacy circles with fidelity.

G2.B1.S1 District specialists will provide professional development training for all Advanced Enrichment teachers on the instructional framework of the class, shared inquiry discussions, and literature circles.

PD Opportunity 1

The action step needed to implement the strategy is professional development opportunities for teachers.

Facilitator

District Literacy Specialists and designated magnet school support members

Participants

Pamela Lively, John Buttiglieri, Erin Mah, Erin Conklin, Patrice Crooms, Ronica Cormier, Diana Overby, Tammy Terry, Monica Knighton, Kimberly Fifield

Schedule

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

G3. Increase reading proficiency with Level 1 and 2 readers.

G3.B1 Teachers will need strong district support with using the SRA Corrective Reading Program with fidelity.

G3.B1.S1 Enrichment Reading teachers will attend the Teacher Academy to receive training on how to implement the SRA Corrective Reading Program. Additional SRA Corrective Reading professional development opportunities will be provided for teachers who were unable to attend the Teacher Academy in October, 2014.

PD Opportunity 1

Communicate frequently with assigned District Literacy Specialist to request formal training on the SRA corrective program. Once a training is available, ensure the teachers in need of the training successfully register and attend.

Facilitator

District Literacy Specialists

Participants

Amy Wells, PeTika Tave, Sandra Halperin

Schedule

On 10/3/2014

G4. Increase the effective use of time during the Electives Professional Learning Community meetings by focusing on reading and math bell ringers that are aligned to the new Florida State Standards.

G4.B1 Lack of common planning among electives teachers to collaborate on grade appropriate content and rigor within the reading and math bell ringer assignments.

G4.B1.S1 During PLC meetings on early release days, elective teachers assigned math bell ringers will collaborate. Elective teachers assigned reading bell ringers will collaborate. The collaboration will ensure efficacy of materials being used to reinforce content of core classes within the elective classes.

PD Opportunity 1

During early release planning days, the elective PLC will meet for an allotted portion of the professional development period. The teachers will bring samples of current bell ringers and potential bell ringers for future use; teachers will also bring samples of student work on bell ringers.

Facilitator

Erin Mah

Participants

Kristopher Beckstrom, Ronica Cormier, Diana Overby, Linda Dennis, Daniel Loughran, Booker Harris, Kelly Hasty, John Manias, Leonard Whitcomb, John Buttiglieri

Schedule

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

G5. Social Studies will use informational text to increase reading comprehension.

G5.B1 Students have difficulty finding main ideas and evidence from historical text. Students have difficulty understanding the information in historical texts that are written using cause and effect, comparison/contrast, and problem/solution textual structures.

G5.B1.S1 Teachers will participate in a book study that teaches building literacy in social studies.

PD Opportunity 1

Once a month, social studies teachers will collaborate to review information they have read from the book study.

Facilitator

Administration Teachers

Participants

Erin Conklin, Mathew Schemer, Russell Petrick, Pamela Lively, Patrice Crooms, Eleanor Hayden

Schedule

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

G10. Increase student achievement in already proficient in math subgroups while deepening and extending their math knowledge.

G10.B1 The expectation to teach all of the requirements on the curriculum guide within a given amount of time without sufficient time to creatively incorporate higher level math problem solving.

G10.B1.S1 Teachers will use the CGA baseline data to prioritize their curriculum and plan collaboratively as a grade level and/or by subject area to ensure all skills are covered in depth while incorporating higher level questioning techniques.

PD Opportunity 1

Prioritizing the curriculum to ensure all skills are covered in-depth. Unpacking math standards during PLC Meetings.

Facilitator

Kristie Putnal

Participants

Math PLC

Schedule

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

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