



## Lavilla School Of The Arts

501 N DAVIS ST, Jacksonville, FL 32202

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

31%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

49%

### 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of LaVilla School of the Arts is to prepare our students to meet the high quality academic and pre-professional arts curricula at the high school level; to nurture knowledgeable life-long supporters of the arts; and to provide in-school and out-of-school opportunities that enhance creativity, aesthetic and critical thinking skills, self-discipline, leadership, teamwork, and an appreciation for cultural diversity.

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

LaVilla School of the Arts will prepare all students to achieve success in the arts and academics.

#### School Environment

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

Learning about students' cultural backgrounds is an ongoing process at LaVilla School of the Arts. In order to build positive relationships, teachers are encouraged to create a link between home and school. This connection enriches academic and art lessons and provides a better understanding between the teacher and the student.

Parents are invited into the classroom to observe instruction.

Students are expected to think critically about subject articles and texts, exploring them for signs of cultural bias.

The Social Sciences department ensures diverse groups are recognized and diversity awareness is constant throughout the school year. There will be displays and lessons to support Hispanic Heritage Month, American Indian Heritage Month, Black History Month, Women's History Month, Asian-Pacific Heritage Month and Caribbean American Heritage Month.

The Guidance Counselors provide sensitivity training and strategies to assist with teaching diverse populations to all stake holders to enable a strong relationship between teachers and students.

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

School rituals and routines create an atmosphere that is safe, fair and respectful of students. Adult presence is evident upon student arrival, during class transitions and dismissal. LaVilla School of the Arts upholds a zero tolerance policy. Positive teacher student relationships and clear and consistent behavior expectations create a nurturing atmosphere within the classrooms. In addition to the guidelines within the Code of Conduct we have implemented: Separate grade level holding areas monitored by Assistant Principals and Teachers, Exterior gates are locked during school day, supervision in bus loading zones during morning arrival and afterschool dismissal and all classroom doors are closed and locked throughout the school day.

##### **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**



LaVilla is committed to maintaining a safe, secure, and respectful school environment that reflects the highest standards of excellence to promote student engagement and maximize student learning. We educate our students about the Student Code of Conduct through grade level assemblies held the first week of school. Classroom teachers address general classroom disruptions by taking appropriate and documented in-class interventions. These include, but are not limited to, personal calls to parents/guardians, parent/teacher conferences and guidance referrals. We have a variety of strategies that we utilize before writing disciplinary referrals. Some of the strategies are: in-class interventions, school counseling through our Guidance Office, and the use of our Restorative Justice Program.

The administrative staff (Principal and Assistant Principals) have attended Code of Conduct training to ensure consistency with administering discipline for violations of the Code of Student Conduct. Parent/Guardian contact, is made each time a student is disciplined by an administrator. When appropriate In School Suspension is used to minimize Out-of School Suspensions.

**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**

All students have access to a school counselor. Our school counselors have unlimited access to district and state programs that can provide student and parent assistance. This is especially important to students from low socio-economic families. In addition to school counselor access, students that have been identified as high risk are assigned a mentors to provide academic and behavior interventions. At-risk students have both an art mentor and an academic mentor, as well as an administrative mentor. Teacher initiated support groups also provide a safe haven for students that have difficulty transitioning to LaVilla School of the Arts.

**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**

The intent of the school's early warning system is to identify students at risk (i.e. attendance below 90%, academic deficiency in Language Arts and/or Math, and students scoring Level 1 & 2 on state assessments) and provide them with support so that they can get back on track for promotion to the next grade level and eventually graduate from high school.

The school has established a high functioning Academic Review Committee that meets twice a quarter to analyze student data. The administration along with school counselors and support facilitators used recent assessment data to identify students considered at risk based on district risk indicators. Interventions were identified based on identified needs. On-site mentors were also assigned to monitor student progress and assist with grade level/school transition issues. During the school year, student data will be reviewed and interpreted to measure the effectiveness of the applied interventions. At the end of the school year, the administration will meet to discuss ways to improve support for at-risk students.

**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	1	0	0	1
One or more suspensions	48	14	21	83
Course failure in ELA or Math	27	23	5	55
Level 1 on statewide assessment	0	0	0	
Level 1 on state Reading assessment	44	88	44	176
Level 1 on state math assessment	66	66	44	176
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level		Total
	6	7	
Students exhibiting two or more indicators	24	25	49

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

LaVilla has implemented several intervention strategies to support student identified by the early warning system.

1. Quarterly parent conferences to be conducted by grade administrator and school counselor.
2. School mentors are assigned to each student to assist with academic/school distractions and monitor student progress.
3. An Academic Review Committee that reviews and analyzes student data to ensure academic success.
4. Parent Academy - This course will help parents and caregivers understand the audition process for feeder-school entry and open auditions into LaVilla School of the Arts. Parents will hear common misconceptions of the application process, and gain tools and strategies for student successful entry.
5. Part time tutoring will be provided to re-iterate class instruction and assist students understand difficult concepts.
6. Saturday School will be held to provide small group instruction in reading and math.
7. Teachers will provide before/after school tutoring on specified days.
8. Enrichment class size are limited to 22 students or less.

**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**

It is our goal at LaVilla School of the Arts to ensure that 100% of our parent information is accurate in our district-wide computer program. We will strive to obtain Student Emergency Information from every parent and update our district wide program with accurate information. We also wish to increase parent communication between parent and students as well as between parents and teachers. The school messenger is used bi-monthly to inform parents of upcoming school activities, and as a reminder of upcoming dates for progress reports and report cards.

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

The administrative team met with the district's Community and Family Engagement Office to increase the school's business and faith-based partnerships. As a result, LaVilla School of the Arts started a project to create a Community Garden that will not only teach students the importance of agriculture and cultures, but the school will donate a portion of the produce/vegetables to a local shelter.

**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
Knight, Lianna	Principal
Tuschhoff, Tammy	Assistant Principal
Dumont, Sheryl	Assistant Principal
Bacon, Joan	Teacher, K-12
Martin, Donnie	Instructional Technology

**Duties**

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

(Principal/APs) Provides a common vision for the use of data-based analysis and instruction; ensures the school-based team is implementing and monitoring MTSS; conducts assessments of MTSS skills of school staff; ensures implementation of intervention support and documentation; collaborates in the design and delivery of professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. The administration team attends the monthly Design Team meetings and meets bi-weekly to discuss assessment data and classroom observations.

(Counselors) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

(Lead Teachers) Ensure curriculum instruction for students include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

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

The Multi Tier Support System (MTSS) Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The basic structure of MTSS was reviewed. The team used recent FCAT data to analyze Tier 1, 2, and 3 targets reflecting on the academic and social/emotional areas that needed to be addressed; developed very high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction and for the instructional process; facilitated the development of improved curriculum and teaching aligned with standards, processes, and procedures.

Supplemental Academic Instruction(SAI)

For the 2013 - 2014 school year, LaVilla has approximately 100 students that require Enrichment 1 and 2 in Reading, 50 students that require Enrichment 1 and 2 in Math and over 350 students enrolled in Algebra and Geometry. Many of these students need supplemental instruction.

Instructional support will improve student performance in the academic areas. SAI funds will be used to supplement math instruction to students enrolled in enrichment courses. The SAI plan and implementation will be monitored by the Assistant Principal for Student Services.

We also have a large population of students without a home set of books due to a book shortage.

Although, many of the books are online, many of our students do not have access to the internet. The media center will be open before and after school to allow student access to those unable to complete assignments that require internet usage beyond regular school day.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Dan Elkins	Parent
Darlene Huffman	Business/Community
William Huffman	Business/Community
Donna Thomas	Business/Community
Elisabeth Day	Parent
George Hartsfield	Parent
Geree Lockett	Parent
Kim Goff	Parent
Meloni Elkins	Parent
Nicole Terry	Parent
Robin Lang	Parent
Velvet Wilson	Parent
Gwen Washington	Teacher
Lianna Knight	Principal
Anita Locke	Education Support Employee
Telecia Allen	Parent
Jeannine Balanky	Parent
Shaylan Sinkler	Parent
Darlene Lenz	Parent
Natasha Dvorak	Student
Breanna Lang	Student
Caroline Lenz	Student
Jada Lockett	Student

### Duties

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

*Evaluation of last year's school improvement plan*

Last year's school improvement plan was reviewed during the first meeting with the newly elected SAC members. The goals and implemented strategies supported the outstanding assessment scores in Geometry, Algebra, Science and Civics. Additional resources and strategies will need to be provided to increase reading and math proficiency with our lowest 25% students and our Exceptional Student population.

*Development of this school improvement plan*

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending, or continuing such school improvement plan as required by Florida Statutes.

Assist in the preparation of educational improvement proposals for implementing an educational improvement grant. Assist in the preparation of the school's annual budget. Review the budget to be sure it is aligned with the School Improvement Plan.

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

SAC members along with school administration will review the school budget projected from the spring. Based on current student population SAC members will review financial resources that can be provided to support the school improvement plan.

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

Projects will be planned throughout the school year as needed and as funds allow the purchase of technology in support of the School Improvement Plan.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Knight, Lianna	Principal
Tuschhoff, Tammy	Assistant Principal
Dumont, Sheryl	Assistant Principal
Jackson, Morgan	Teacher, K-12
Blanton, Cheryl	Guidance Counselor
Blumberg, Christianne	Teacher, K-12
Gianneschi, Bradley	Other
Kazaleh, Fadwa	Other
Sheard, Karen	Guidance Counselor

**Duties**

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

The major initiatives of the LLT this year is implementing literacy across the curriculum, vocabulary building, and reading application. The LLT will develop and provide training on the school's literacy plan that promotes student literacy development in all content area classes. The key elements of the plan include: 1). Read the equivalent of 25 books per year across the curriculum. 2). Write weekly in all content area classes. 3). Use reading and writing strategies to enhance learning in all classes. 4). Interdisciplinary Research.

**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**

The school will provide a full school day for departments to collaborate, review curriculum, prepare joint lessons, and analyze student data. At LaVilla School of the Arts, we encourage and expect

collaborations between both arts and academic teachers and departments. Teachers report out during Faculty Meetings by sharing and modeling effective teaching strategies and rigorous lessons that can be used school-wide.

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

Recruit new teachers through HR hiring process - Principal

Partnering new teachers with a mentor and a buddy - Professional Development Facilitator, Asst. Principal

Meet regularly with new teachers to provide information on research based instructional strategies, certification and MINT strategies - Principal, PDF, Asst. Principal

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

Mentors selection is based upon subject/grade level, years of teaching experience, leadership experience(lead teacher, prior mentor, etc.). The following teachers have been selected as mentors: Joan Bacon, Crystal Bennett, Carol Griffin, Joyce Dahlin, Bradley Farrell and Christopher Banks. Mentors will observe classroom instruction, model lesson planning and provide feedback to their perspective teacher. .

## **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 leadership team used recent assessment data and the Florida standards to create a master schedule designed to target the academic needs of the student body. Enrichment courses were added to ensure students that had not previously demonstrated proficiency would receive direct instruction in their deficient areas. At LaVilla School of the Arts, we make it a priority to uphold class size amendment by keeping our core academic classes below 27 and our Enrichment classes below 22 students.

#### **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***

Professional Learning Communities analyzes assessment data to determine deficient areas. During common planning mini lessons are designed to re-teach difficult concepts. Teachers use strategies designed to assist diverse learners master key concepts. Difficult concepts are also revisited while teaching current content. If assessment data indicates the need to re-teach a concept, teachers indicate this on their lesson plans.

#### ***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:** 1,800

Math tutoring will be conducted over the course of 10 Saturdays. Students enrolled in math enrichment class will be the target audience. Saturday School will also be open to students that are struggling with difficult math concepts.

**Strategy Rationale**

In the past, math tutoring was offered afterschool two days a week. Although many students attended math tutoring, we did not get the results we hoped for. The teachers felt that the students were unable to focus due to the extended day.

**Strategy Purpose(s)**

- Enrichment

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

Dumont, Sheryl, dumonts@duvalschools.org

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

Effectiveness will be determined by assessment data.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

The LaVilla School Counseling Department hosts High School Transition Meetings. During this meeting, 8th graders and their parents are given information about high school requirements, graduation requirements, Advanced Placement, Bright Future Scholarships, just to name a few.

**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

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** 100% (49) of Geometry students will demonstrate proficiency on the annual state assessment (FSA).
- G2.** 100% (266) all Algebra students will demonstrate proficiency on the annual state assessment (FSA).
- G3.** To educate students in Reading and Writing through the use of the Arts.
- G4.** Number of student with excessive absences will be 1% or less of the student population.
- G5.** Decrease the number of excessive student tardiness by 1%.
- G6.** Decrease the number of students referred to in school suspension and out of school suspension by 1 %.
- G7.** 80% (278) of all eighth graders will score at or above Level 3 on annual state science assessment.
- G8.** 81% (1005) of all students will demonstrate proficiency on the annual state reading assessment (FSA).
- G9.** 77% (854) of all students will demonstrate proficiency on the annual state math assessment (FSA).
- G10.** 85% (296) of all eighth graders will demonstrate proficiency on the annual state writing assessment.

## 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.** 100% (49) of Geometry students will demonstrate proficiency on the annual state assessment (FSA).

1a

**Targets Supported**

1b

G049619

Indicator	Annual Target
Geometry EOC Pass Rate	100.0

**Resources Available to Support the Goal**

2

- Textbook and student companion

**Targeted Barriers to Achieving the Goal**

3

**G2.** 100% (266) all Algebra students will demonstrate proficiency on the annual state assessment (FSA).

1a

**Targets Supported**

1b

G049618

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0

**Resources Available to Support the Goal**

2

- Textbooks, Student Companion and Homework Helper

**Targeted Barriers to Achieving the Goal**

3

- There are not enough resources available to support home learning.

**Plan to Monitor Progress Toward G2.**

8

Grades pertinent to home learning.

**Person Responsible**

Lianna Knight

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

**G3. To educate students in Reading and Writing through the use of the Arts. 1a**

G048433

**Targets Supported 1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

**Resources Available to Support the Goal 2**

- Communication Art Area: Creative Writing, Journalism, Art History, TV Production Curriculum

**Targeted Barriers to Achieving the Goal 3**

- Level 1 and 2 students are deficient in comprehension skills.

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

District assessment data

**Person Responsible**

Lianna Knight

**Schedule**

On 6/5/2015

**Evidence of Completion**

Formative and Summative CGA data

**G4. Number of student with excessive absences will be 1% or less of the student population. 1a**

G040253

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

- School website, school messenger system and Oncourse.

**Targeted Barriers to Achieving the Goal 3**

- Lack of understanding of parents on the importance of attending school regularly.

**Plan to Monitor Progress Toward G4. 8**

Review of absence data

**Person Responsible**

Lianna Knight

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Feedback and re-evaluation of data by school leadership

**G5. Decrease the number of excessive student tardiness by 1%. 1a**

G040254

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

- Oncourse Tardy Reports

**Targeted Barriers to Achieving the Goal 3**

- Lack of understanding by students regarding the importance of arriving to class on time in order to maximize instruction time.

**Plan to Monitor Progress Toward G5. 8**

Review of tardiness data.

**Person Responsible**

Lianna Knight

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Feedback and evaluation of procedures

**G6. Decrease the number of students referred to in school suspension and out of school suspension by 1%. 1a**

G040255

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

- Student Code of Conduct, CHAMPS, Restorative Justice Programs, School Mentors.

**Targeted Barriers to Achieving the Goal 3**

- Novice teachers lack of understanding of how to effectively use CHAMPS.

**Plan to Monitor Progress Toward G6. 8**

Review of discipline data.

**Person Responsible**

Lianna Knight

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Feedback and re-evaluation of school wide discipline procedures by school leadership team.

**G7. 80% (278) of all eighth graders will score at or above Level 3 on annual state science assessment.** 1a

G040256

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** 2

- Science Fair Research GiZMOs Fusion workbooks Science PLC Grade Level Articulation Interactive Journals

**Targeted Barriers to Achieving the Goal** 3

- Students need reading strategies to help understand science content.

**Plan to Monitor Progress Toward G7.** 8

Student CGA data, course grades

**Person Responsible**

**Schedule**

**Evidence of Completion**

Science FCAT and EOC exam scores

**G8.** 81% (1005) of all students will demonstrate proficiency on the annual state reading assessment (FSA).

1a

G040257

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

**Resources Available to Support the Goal** 2

- District curriculum guide including essential questions and the gradual release of responsibility model (I do, we do, you do). Small-group teacher led instruction. Students complete culminating tasks and exit slips modeled after the ones provided in the curriculum guide. Write to Learn and Achieve 3000 as stations to provide practice with reading non-fiction texts. Enrichment reading classes. Leveled reading materials in media center. Summer reading program through community education.

**Targeted Barriers to Achieving the Goal** 3

- There are only enough computers for 37% of our students so additional laptop carts are still needed. Class sizes of 30 in ELA classes make it harder to provide small group instruction. There is a shortage of novels. This limits all students having access to anchor novels.

**Plan to Monitor Progress Toward G8.** 8

Increase in student reading proficiency

**Person Responsible**

**Schedule**

**Evidence of Completion**

Student grades, CGAs, FCAT, EOC exams

**G9. 77% (854) of all students will demonstrate proficiency on the annual state math assessment (FSA).** 1a

G040258

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	77.0

**Resources Available to Support the Goal** 2

- Curriculum Guide Assessments Teacher Assessments Student workbooks and technology Enrichment (Carnegie) Curriculum GIZMOs Homework G and K Digits Enrichment Classes Peer Student Tutoring

**Targeted Barriers to Achieving the Goal** 3

- Struggling students need extended time to master concepts and complete tasks. Students need to take advantage of above available resources. Math resources should include practicing concepts and learning concepts not grasped.

**Plan to Monitor Progress Toward G9.** 8

75% of all students will score at or above Level 3 on annual state math assessment.

**Person Responsible**

Tammy Tuschhoff

**Schedule**

**Evidence of Completion**

CGA and teacher assessment data.

**G10.** 85% (296) of all eighth graders will demonstrate proficiency on the annual state writing assessment.

1a

G040259

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	85.0

**Resources Available to Support the Goal** 2

- Write to Learn Achieve 3000 with specific and timely feedback. Teachers will allow opportunities for revision and offer help sessions before and after school as needed. Students will practice responding to texts and writing assignments across the curriculum. Common rubrics will be shared in professional development sessions. Common grading and discussion of data will occur in grade level PLC meetings.

**Targeted Barriers to Achieving the Goal** 3

- Not enough computers for each student. Class sizes of 30+ in ELA classes make it harder to provide small group instruction and to provide timely feedback.

**Plan to Monitor Progress Toward G10.** 8

Student writing proficiency

**Person Responsible**

**Schedule**

**Evidence of Completion**

District writing assessments, FCAT writing



## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G2.** 100% (266) all Algebra students will demonstrate proficiency on the annual state assessment (FSA). **1**

 G049618

**G2.B1** There are not enough resources available to support home learning. **2**

 B124176

**G2.B1.S1** Allow students to use the media center before and after school. **4**

 S136080

### Strategy Rationale

This will provide students without internet an opportunity to access materials online.

### Action Step 1 **5**

Students will have access to the media center one hour before and after school.

#### Person Responsible

Tammy Tuschhoff

#### Schedule

Daily, from 9/2/2014 to 6/4/2015

#### Evidence of Completion

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

Students will sign a log indicating the subject and website accessed.

**Person Responsible**

Donnie Martin

**Schedule**

Daily, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Media center logs

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

Teachers will provide feedback to the appropriate Assistant Principal.

**Person Responsible**

Tammy Tuschhoff

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

**G3.** To educate students in Reading and Writing through the use of the Arts. 1

G048433

**G3.B1** Level 1 and 2 students are deficient in comprehension skills. 2

B120774

**G3.B1.S1** Introduce and utilize reading strategies to understand art content. Implement 4

S132688

**Strategy Rationale**

Art content will increase student vocabulary and build common core comprehension skills.

**Action Step 1** 5

Implement Reading strategies in Communications Art Courses

**Person Responsible**

Morgan Jackson

**Schedule**

On 6/5/2015

***Evidence of Completion***

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

Classroom Observations

**Person Responsible**

Tammy Tuschhoff

**Schedule**

On 6/5/2015

***Evidence of Completion***

Lesson plans and student work

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

Classroom Observation feedback sheet

**Person Responsible**

Lianna Knight

**Schedule**

On 6/5/2015


**Evidence of Completion**

Assessment data, teacher feedback


**G4.** Number of student with excessive absences will be 1% or less of the student population. 1

 G040253

**G4.B1** Lack of understanding of parents on the importance of attending school regularly. 2

 B097377

**G4.B1.S1** Utilize Guidance Counselors to make contact with parents to emphasis the importance of consistent school attendance and provide directions to other district agencies if necessary. 4

 S108602

**Strategy Rationale**

Contact to parents from Guidance Counselors will emphasize the importance of school attendance. Guidance Counselors are familiar district programs that are available to provide assistance to struggling families.

**Action Step 1** 5

Parent contact upon 4th unexcused absence.

**Person Responsible**

Cheryl Blanton

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Phone log

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

Review monthly attendance reports and phone logs

**Person Responsible**

Tammy Tuschhoff

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Review of absence reports and phone log consistency.

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

Review of absence data

**Person Responsible**

Lianna Knight


**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Submission of absence report to Principal

**G4.B1.S2** APC and attendance clerk will monitor student attendance through a report generated through Oncourse on a regular basis. 4

 S131064

### **Strategy Rationale**

This will alert administration of students that should be referred to the Guidance Counselors and or Truancy.

### **Action Step 1** 5

Create attendance report through Oncourse.

#### **Person Responsible**

Tammy Tuschhoff

#### **Schedule**

Monthly, from 9/15/2014 to 6/5/2015

#### **Evidence of Completion**

Attendance report will include students with more than 3 unexcused absences.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Collaboration will occur between Guidance Counselors and APC to determine if there are students with extenuating circumstances for unexcused absences.

#### **Person Responsible**

Tammy Tuschhoff

#### **Schedule**

Monthly, from 9/15/2014 to 6/5/2015

#### **Evidence of Completion**

Attendance Report, Parent Contact Logs.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

APC will collaborate with attendance clerk to ensure all excused absences documentation has been recorded.

**Person Responsible**

Tammy Tuschhoff


**Schedule**

Daily, from 9/15/2014 to 6/5/2015


**Evidence of Completion**

Attendance Report

**G5. Decrease the number of excessive student tardiness by 1%. 1**

 G040254

**G5.B1** Lack of understanding by students regarding the importance of arriving to class on time in order to maximize instruction time. 2

 B097378

**G5.B1.S1** Parent contact from teachers and administration on tardy policy. Further contact with parents of students that are being dropped off late and those students not getting to class within the allotted transition time. 4

 S108603

**Strategy Rationale**

Parents will be contact to solicit their support in getting students to school on time and making the best use of transition time.

**Action Step 1 5**

Parent will receive a phone call upon the 4th tardy.

**Person Responsible**

Sheryl Dumont

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

A phone log documenting the parent contact.

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

Review of the tardy roster and parent contact logs.

**Person Responsible**

Lianna Knight

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Review of tardy roster and phone log to verify consistency.

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

Review of tardiness data

**Person Responsible**

Lianna Knight

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Submission of tardiness report to Principal



**G6.** Decrease the number of students referred to in school suspension and out of school suspension by 1 %.

1

G040255

**G6.B1** Novice teachers lack of understanding of how to effectively use CHAMPS. 2

B097379

**G6.B1.S1** Utilize professional development opportunities to reiterate how to effectively implement CHAMPS within the classroom. 4

S108604

### Strategy Rationale

#### Action Step 1 5

Teachers will be introduced to alternate ways to assist student with behavior issues. The focus of the training will be on discipline being restorative instead of punitive.

#### Person Responsible

#### Schedule

Quarterly, from 9/15/2014 to 6/5/2015

#### Evidence of Completion

Documentation of training agenda and attendance roster.

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

Review of school wide discipline data to ensure that the focus of discipline is restorative instead of punitive when possible.

#### Person Responsible

Sheryl Dumont

#### Schedule

Quarterly, from 9/15/2014 to 6/5/2015

#### Evidence of Completion

Review of referral from teachers to ensure that discipline referrals are necessary.

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

Review of discipline data.

**Person Responsible**

Lianna Knight

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Discipline Report

**G7. 80% (278) of all eighth graders will score at or above Level 3 on annual state science assessment.** 1

 G040256

**G7.B1** Students need reading strategies to help understand science content. 2

 B097380

**G7.B1.S1** Utilize reading strategies such as Frayer model, think-pair-share and jigsaw to deepen their understanding of content vocabulary. 4

 S108605

**Strategy Rationale**

Reading strategies will assist student understanding of difficult science content.

**Action Step 1** 5

Implement vocabulary enrichment activities. .

**Person Responsible**

**Schedule**

**Evidence of Completion**

Vocabulary enrichment activities, lesson plans.

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

Science PLC discussions regarding the implementation of reading strategies.

**Person Responsible**

**Schedule**

***Evidence of Completion***

PLC agenda and minutes

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

Student understanding of science content.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student data showing growth in reading.

**G8.** 81% (1005) of all students will demonstrate proficiency on the annual state reading assessment (FSA). 1

G040257

**G8.B1** There are only enough computers for 37% of our students so additional laptop carts are still needed. Class sizes of 30 in ELA classes make it harder to provide small group instruction. There is a shortage of novels. This limits all students having access to anchor novels. 2

B097381

**G8.B1.S1** Intervention programs to support in-school enrichment reading programs. 4

S108606

### Strategy Rationale

#### Action Step 1 5

Create opportunities to allow student maximum access to books through the media center and classroom libraries.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Student reading logs

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

Student access to leveled reading materials.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Student reading logs.

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

Student reading progress.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Student grades, CGAs, FCAT, EOCs

**G9. 77% (854) of all students will demonstrate proficiency on the annual state math assessment (FSA). 1**

 G040258

**G9.B1** Struggling students need extended time to master concepts and complete tasks. Students need to take advantage of above available resources. Math resources should include practicing concepts and learning concepts not grasped. 2

 B097382

**G9.B1.S1** Utilize the student workbooks to frequently re-teach and reinforce concepts. Use online tools, such as Reflex, Gizmo, and Glencoe online resources. 4

 S108607

**Strategy Rationale**

**Action Step 1 5**

Provide professional development to teachers on how to effectively use student workbooks and online tools for remediation.

**Person Responsible**

**Schedule**

**Evidence of Completion**

PLC agenda and PD materials.

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

Usage reports for online tools, Data from assessments, student grades and teach observations

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student growth on district/teacher assessments.

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

Usage reports of online tools, classroom walk throughs.

**Person Responsible**

**Schedule**

***Evidence of Completion***

CGA data, student classroom performance

**G9.B1.S2** Provide afterschool tutoring in math using SAI funds. 4

 S108608

**Strategy Rationale**

**Action Step 1** 5

After school math tutoring.

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Tutoring to support curriculum guide.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student Grades and classroom performance.

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

Tutoring Time.


**Person Responsible**

**Schedule**

***Evidence of Completion***

Student grades and classroom performance.

**G9.B1.S3** Use of diagnostic assessments to identify specific skills/content strengths and weaknesses. This data will be used to drive instruction and differentiate instruction to meet student needs. 4

 S108609

**Strategy Rationale**

**Action Step 1** 5

Whole PLC/grade level data chats based on students results.

**Person Responsible**

**Schedule**

***Evidence of Completion***

PLC agenda/minutes

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

Teachers will discuss and bring evidence of standards taught that were retaught to student that were below standard.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student work from re-taught materials

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

Students show mastery of previously taught standards

**Person Responsible**

**Schedule**

***Evidence of Completion***

Exit slips and other assessment data



**G10.** 85% (296) of all eighth graders will demonstrate proficiency on the annual state writing assessment. 1

G040259

**G10.B1** Not enough computers for each student. Class sizes of 30+ in ELA classes make it harder to provide small group instruction and to provide timely feedback. 2

B097383

**G10.B1.S1** Establish school-wide writing rubric supporting FCAT writing skills. 4

S108610

### Strategy Rationale

#### Action Step 1 5

Use school-wide writing plan across the curriculum in all core and arts classes.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Lesson plans containing writing across the curriculum

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

Student Writing Samples, Lesson Plans, Student Data

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Student writing samples

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

Classroom observations

**Person Responsible**

**Schedule**

**Evidence of Completion**

Lesson plans, student writing samples

**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
G4.B1.S1.A1	Parent contact upon 4th unexcused absence.	Blanton, Cheryl	9/15/2014	Phone log	6/5/2015 monthly
G5.B1.S1.A1	Parent will receive a phone call upon the 4th tardy.	Dumont, Sheryl	9/15/2014	A phone log documenting the parent contact.	6/5/2015 daily
G6.B1.S1.A1	Teachers will be introduced to alternate ways to assist student with behavior issues. The focus of the training will be on discipline being restorative instead of punitive.		9/15/2014	Documentation of training agenda and attendance roster.	6/5/2015 quarterly
G7.B1.S1.A1	Implement vocabulary enrichment activities. .		Vocabulary enrichment activities, lesson plans.	one-time	
G8.B1.S1.A1	Create opportunities to allow student maximum access to books through the media center and classroom libraries.		Student reading logs	once	
G9.B1.S1.A1	Provide professional development to teachers on how to effectively use student workbooks and online tools for remediation.		PLC agenda and PD materials.	once	
G9.B1.S2.A1	After school math tutoring.			once	
G9.B1.S3.A1	Whole PLC/grade level data chats based on students results.		PLC agenda/ minutes	once	
G10.B1.S1.A1	Use school-wide writing plan across the curriculum in all core and arts classes.		Lesson plans containing writing across the curriculum	once	
G4.B1.S2.A1	Create attendance report through Oncourse.	Tuschhoff, Tammy	9/15/2014	Attendance report will include students with more than 3 unexcused absences.	6/5/2015 monthly
G3.B1.S1.A1	Implement Reading strategies in Communications Art Courses	Jackson, Morgan	9/22/2014		6/5/2015 one-time
G2.B1.S1.A1	Students will have access to the media center one hour before and after school.	Tuschhoff, Tammy	9/2/2014		6/4/2015 daily
G2.MA1	Grades pertinent to home learning.	Knight, Lianna	9/2/2014		6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Teachers will provide feedback to the appropriate Assistant Principal.	Tuschhoff, Tammy	9/2/2014		6/4/2015 monthly
G2.B1.S1.MA1	Students will sign a log indicating the subject and website accessed.	Martin, Donnie	9/2/2014	Media center logs	6/4/2015 daily
G3.MA1	District assessment data	Knight, Lianna	9/22/2014	Formative and Summative CGA data	6/5/2015 one-time
G3.B1.S1.MA1	Classroom Observation feedback sheet	Knight, Lianna	9/22/2014	Assessment data, teacher feedback	6/5/2015 one-time
G3.B1.S1.MA1	Classroom Observations	Tuschhoff, Tammy	9/22/2014	Lesson plans and student work	6/5/2015 one-time
G4.MA1	Review of absence data	Knight, Lianna	9/15/2014	Feedback and re-evaluation of data by school leadership	6/5/2015 monthly
G4.B1.S1.MA1	Review of absence data	Knight, Lianna	9/15/2014	Submission of absence report to Principal	6/5/2015 monthly
G4.B1.S1.MA1	Review monthly attendance reports and phone logs	Tuschhoff, Tammy	9/15/2014	Review of absence reports and phone log consistency.	6/5/2015 monthly
G4.B1.S2.MA1	APC will collaborate with attendance clerk to ensure all excused absences documentation has been recorded.	Tuschhoff, Tammy	9/15/2014	Attendance Report	6/5/2015 daily
G4.B1.S2.MA1	Collaboration will occur between Guidance Counselors and APC to determine if there are students with extenuating circumstances for unexcused absences.	Tuschhoff, Tammy	9/15/2014	Attendance Report, Parent Contact Logs.	6/5/2015 monthly
G5.MA1	Review of tardiness data.	Knight, Lianna	9/15/2014	Feedback and evaluation of procedures	6/5/2015 quarterly
G5.B1.S1.MA1	Review of tardiness data	Knight, Lianna	9/15/2014	Submission of tardiness report to Principal	6/5/2015 quarterly
G5.B1.S1.MA1	Review of the tardy roster and parent contact logs.	Knight, Lianna	9/15/2014	Review of tardy roster and phone log to verify consistency.	6/5/2015 quarterly
G6.MA1	Review of discipline data.	Knight, Lianna	9/15/2014	Feedback and re-evaluation of school wide discipline procedures by school leadership team.	6/5/2015 quarterly
G6.B1.S1.MA1	Review of discipline data.	Knight, Lianna	9/15/2014	Discipline Report	6/5/2015 quarterly
G6.B1.S1.MA1	Review of school wide discipline data to ensure that the focus of discipline is restorative instead of punitive when possible.	Dumont, Sheryl	9/15/2014	Review of referral from teachers to ensure that discipline referrals are necessary.	6/5/2015 quarterly
G7.MA1	Student CGA data, course grades		Science FCAT and EOC exam scores	once	
G7.B1.S1.MA1	Student understanding of science content.		Student data showing growth in reading.	once	
G7.B1.S1.MA1	Science PLC discussions regarding the implementation of reading strategies.		PLC agenda and minutes	once	
G8.MA1	Increase in student reading proficiency		Student grades, CGAs, FCAT, EOC exams	once	
G8.B1.S1.MA1	Student reading progress.		Student grades, CGAs, FCAT, EOCs	once	
G8.B1.S1.MA1	Student access to leveled reading materials.		Student reading logs.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.MA1	75% of all students will score at or above Level 3 on annual state math assessment.	Tuschhoff, Tammy	CGA and teacher assessment data.	one-time	
G9.B1.S1.MA1	Usage reports of online tools, classroom walk throughs.		CGA data, student classroom performance	once	
G9.B1.S1.MA1	Usage reports for online tools, Data from assessments, student grades and teach observations		Student growth on district/ teacher assessments.	once	
G9.B1.S2.MA1	Tutoring Time.		Student grades and classroom performance.	once	
G9.B1.S2.MA1	Tutoring to support curriculum guide.		Student Grades and classroom performance.	once	
G9.B1.S3.MA1	Students show mastery of previously taught standards		Exit slips and other assessment data	once	
G9.B1.S3.MA1	Teachers will discuss and bring evidence of standards taught that were retaught to student that were below standard.		Student work from re-taught materials	once	
G10.MA1	Student writing proficiency		District writing assessments, FCAT writing	once	
G10.B1.S1.MA1	Classroom observations		Lesson plans, student writing samples	once	
G10.B1.S1.MA1	Student Writing Samples, Lesson Plans, Student Data		Student writing samples	once	

## 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.

**G3.** To educate students in Reading and Writing through the use of the Arts.

**G3.B1** Level 1 and 2 students are deficient in comprehension skills.

**G3.B1.S1** Introduce and utilize reading strategies to understand art content. Implement

### PD Opportunity 1

Implement Reading strategies in Communications Art Courses

#### Facilitator

Morgan Jackson

#### Participants

Cheryl Lemine, Patricia Bradley, Kathryn Ford

#### Schedule

On 6/5/2015

**G6.** Decrease the number of students referred to in school suspension and out of school suspension by 1 %.

**G6.B1** Novice teachers lack of understanding of how to effectively use CHAMPS.

**G6.B1.S1** Utilize professional development opportunities to reiterate how to effectively implement CHAMPS within the classroom.

### PD Opportunity 1

Teachers will be introduced to alternate ways to assist student with behavior issues. The focus of the training will be on discipline being restorative instead of punitive.

#### Facilitator

Jennifer Farrell

#### Participants

All teachers

#### Schedule

Quarterly, from 9/15/2014 to 6/5/2015

**G9.** 77% (854) of all students will demonstrate proficiency on the annual state math assessment (FSA).

**G9.B1** Struggling students need extended time to master concepts and complete tasks. Students need to take advantage of above available resources. Math resources should include practicing concepts and learning concepts not grasped.

**G9.B1.S1** Utilize the student workbooks to frequently re-teach and reinforce concepts. Use online tools, such as Reflex, Gizmo, and Glencoe online resources.

### **PD Opportunity 1**

Provide professional development to teachers on how to effectively use student workbooks and online tools for remediation.

#### **Facilitator**

District Math Coach/Assistant Principals

#### **Participants**

All math teachers.

#### **Schedule**

**G10.** 85% (296) of all eighth graders will demonstrate proficiency on the annual state writing assessment.

**G10.B1** Not enough computers for each student. Class sizes of 30+ in ELA classes make it harder to provide small group instruction and to provide timely feedback.

**G10.B1.S1** Establish school-wide writing rubric supporting FCAT writing skills.

### **PD Opportunity 1**

Use school-wide writing plan across the curriculum in all core and arts classes.

#### **Facilitator**

District Literary Specialist

#### **Participants**

ELA teachers.

#### **Schedule**

## 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