

# Kernan Middle School



2014-15 School Improvement Plan

## Kernan Middle School

2271 KERNAN BLVD S, Jacksonville, FL 32246

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

48%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

53%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	B

### 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 Kernan Middle School is to create a learning atmosphere which focuses on individual students academic needs by offering: cohort learning communities, full inclusion, advanced classes, meaningful student/parent-guardian/teacher relationships, engaging, rigorous and relevant academic work resulting in positive learning experiences and (academic success) high levels of achievement for every student, every day in every classroom.

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

The vision of Kernan Middle School is to provide a learning atmosphere of high expectations for all students as they prepare to live in a technology rich, global society.

#### School Environment

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

Kernan Middle School incorporates a model that promotes a relationship-building environment among teachers, students and parents by bringing individuals together around issues of all interested parties. Peer-coaching, mentoring, team teaching, and professional learning communities, are strategies and programs implemented to strengthen our teacher relationships. Student/Teacher relationships are enhanced through our newly established Student Focused Leadership Team which includes (ideas) input which is provided by students through collaborative efforts with their teachers to plan positive behavior activities school-wide.

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

Kernan Middle School has a long standing utilization of CHAMPS which creates a safe and effective environment in and out of the classroom. The tenants of CHAMPS are consistently reinforced through daily classroom use and teacher led lessons at the beginning of each semester. These lessons remind, and reinforce students' understanding of classroom and behavior expectations. Kernan Middle School utilizes a before school holding location to ensure that when students arrive, they are provided with a safe and monitored environment. After school dismissal is highly regulated with multiple stages of dismissal and differentiated areas for students who are: bus, car, or bike riders, or who may be remaining for after school activities. Students who arrive prior to the opening of holding areas, or who need to remain after the conclusion of dismissal procedures, have the opportunity to take part in extended day services to ensure that all students are supervised.

##### **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**

CHAMPS has been Kernan's school-wide behavioral system since it opened in 2002. Teachers were trained in CHAMPS during pre-planning, created Team CHAMPS lesson plans and began the program's use on day one. Review of the DCPS' Student Code of Conduct and implementation of Restorative Justice, a Peer Mediation program initiated by the Dean of Students to minimize

behaviors that could distract from the positive learning environment has also been used consistently. The school is currently working on writing and establishing a Positive Behavior Intervention Plan.

**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**

Students are scheduled in cohorts where they travel with the same group of students to a set of 4 core teachers. The teams have common planning and discuss students who are in need of additional assistance, both academic and social-emotional. The team and/or individual teachers can refer students to the guidance department or full-service schools as well as trouble-shoot strategies in which they can meet the student's needs.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Student attendance will be monitored by teachers and recurring issues will be discussed in team meetings. Attendance is monitored by the administrators. The Dean of students will monitor the success of positive behavioral intervention systems, referrals, and disciplinary situations that may not have yet reached the level of a referral. Core teams will monitor the success of each student in all core classes and take steps to improve students' grades by intervening early and often with students and parents. State wide standard assessments will be monitored and improvement plans implemented to provide students the modified and differentiated assistance they require to improve their results.

**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	8	23	23	54
One or more suspensions	53	118	77	248
Course failure in ELA or Math	6	22	6	34
Level 1 on statewide assessment	95	103	112	310

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Teachers will meet with students and parents to investigate the root causes of unacceptable academic performance. Improvement plans will be created by all necessary parties (Support Facilitators, Guidance Counselors, and MRT team) to assist students in improving their grades. Tutoring opportunities, home learning opportunities, and modified or differentiated instructional changes may be part of the plan. The development of an individual behavioral modification plan may

be necessary as well, which will need the involvement of the parent, administrator, and the Dean of Students.

## 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**

Kernan Middle School will utilize parent involvement activities such as an orientation and open house to communicate school goals and course information to parents. Additional content information will be communicated to parents through educational meetings held in the evening to inform parents about specific areas within the math and literacy curricula.

Kernan will continue to utilize parent conferences and team meetings to convey important information to parents and guardians on an individual basis. Continued use of technology such as a parent accessible online grade book, school website, and automated calling system will be utilized to convey information to parents as it becomes available throughout the year.

The Student Focused Leadership team will work to plan parent nights to inform parents of upcoming high school expectations and information around the new standards and assessment.

**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**

Kernan uses a PTSA and SAC to involve parents and community members with the school. We are bringing in community members to work with students on Career Fair and College Fair days. We have a mini-grant through Sandalwood for assemblies for each grade level to "Stop Bullying Now". We have several organizations and businesses that provide support for student success such as Beercan Boards, a longboard manufacturer that provides rewards to students.

## 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
Hemphill, Julie	Principal
Beale-Collier, Jennifer	Assistant Principal
Galeani, John	Assistant Principal
Michael, Simon	Dean
Woods, Linda	Instructional Coach

**Duties**

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

The Response to Intervention team will include Julie Hemphill, Principal and Jennifer Beale-Collier, APC, who will provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation requirements, ensure adequate professional development to support Rtl implementation, communicate with parents regarding school-based Rtl plans and activities and provide professional development and technical support to teachers and staff regarding data management and display.

The Response to Intervention Team will also include Kathleen Simpson, Joseph Rawlins, Jeanne Nettles, Stephanie Hargrove, Gail Berg ESE Site Coach, Angela Baker CSS Site Coach, and Meghann Van Hise - Literacy Coach who will develop, lead, and evaluate the school core content standards/programs. Also, they will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. As well as, assist with whole school screening programs that provide early intervening services for children to be considered “at risk”, assist in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans, and provide support for assessment and implementation monitoring.

Kathy Hodge and Deborah Cossano, Guidance Counselors, provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students, links 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, conducts direct observation of student behavior, and educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

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

The Leadership Team in conjunction with PLC groups and Instructional Leadership team will decide instructional strategies necessary for struggling students and monitor the implementation of those strategies. The full MTSS team should meet twice a month. A modified MTSS team will meet bi-weekly to engage in the following activities:review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the collected information, the team will identify professional development and resources.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes. In addition, the team will meet to review the results and develop planning period meetings with teams of teachers to discuss the results and implications for instruction, develop a focus for professional learning communities, and the monitoring and implementation of Tier 1 and Tier 2 interventions. Students requiring on going intense Tier 2 and Tier 3 interventions will be referred to multidisciplinary team.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Julie Hemphill	Principal
Jeremy Crawford	Business/Community
Sara Russo	Teacher
Jay Waite	Business/Community
Jeannette Banning	Parent
Sharon Snow	Parent
Kim Wright	Parent
Michelle Brown	Parent
Peggy Martin	Education Support Employee
Dennis Smith	Business/Community
Roslyn Johnson	Parent
Clarene Brown	Parent
Michelle Jones	Parent
Alejandra Gonzalez	Teacher
Gina Cason	Business/Community
Tracy Kemp	Parent
Farhad Jabberi	Business/Community

#### Duties

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

*Evaluation of last year's school improvement plan*

SAC and PTSA gave input on the plan.

*Development of this school improvement plan*

SAC members conducted a mid-year review and provided input for school improvement.

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

The principal reviewed the annual budget with SAC.

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

N/A

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

No

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

A more active SAC committee is in the process of being developed. Total membership is being increased through increased notification of SAC meetings and active recruitment.

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Kuyath, Randolph	Teacher, K-12
Rawlins, Joseph	Teacher, K-12
Pennington, Penny	Teacher, K-12
Hemphill, Julie	Principal
Beale-Collier, Jennifer	Assistant Principal
Gary, Gareth	Instructional Coach
Simpson, Kathleen	Teacher, K-12
Galeani, John	Assistant Principal
Woods, Linda	Instructional Coach

**Duties**

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

Our major initiatives for this school year will be to improve performance in all of our subgroups and grade levels by implementing writing strategies across the curricula and implementation of the school-based writing rubric. Students will participate in literature circles with the focus on novel studies in ELA/READING classes. Reading Enrichment teachers will use Corrective Reading and Achieve 3000 as a support for struggling readers in the area of decoding, vocabulary, and comprehension. Additionally, these strategies are taught in Social Studies classes along with an emphasis on reading strategies gained through CAR-PD and FOR-PD. Supplemental materials for remediation are available for instructional staff to aide with comprehension and facilitation of the Rtl process. Advanced Enrichment classes for those students who score a Level 3 and above on their Reading FCAT, continues at all grade levels.

**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**

Kernan Middle School has integrated grade level planning and content area common planning for all teachers on our staff. These common planning times allow for teachers to plan collaboratively and to communicate about student concerns. Guided content areas meetings are monitored by school administration to ensure common goals are established and met in a timely manner.

Additional school strategies which will encourage positive working relationships are: The introduction of school-wide thematic based contests, to increase, "teacher buy-in" as well as increase positive activities within faculty meetings.

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

Kernan Middle School assists teachers in their development to become successful teachers. We provide in-depth professional development and mentoring/coaching support to all of our teachers.

Persons responsible - Meghan Van-Hise, Reading Coach; Angela Baker, CSS Site Coach; ESE Lead  
Kernan Middle School aggressively recruits and interviews new teachers who are eligible to be hired by DCPS and meet the requirements to be Highly Qualified teachers.

Persons responsible - Julie Hemphill, Principal  
Jennifer Collier and John Galeani, Assistant Principals

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

Kernan Middle School's Teacher Mentoring Program pairs new teachers with veteran teachers who have a wealth of knowledge in the art of teaching and in their subject area. These veteran teachers model for new teachers and meet with new teachers weekly to discuss issues and concerns. The PDF point person meets with new teachers once a month to provided with an unsolved issues and concerns.

Jon Wilson is a 2nd year teacher at Kernan Middle. Deborah Cossano 27 yrs teaching/ PDF and ESOL Trainer are Mr. Wilson's mentors.

Kelly Predieri is a 2nd year teacher at Kernan Middle. Ms. Jeanne Nettles 4yrs teaching/ ELA Department Chair is her mentor.

Marchelle McMillan is a 2nd year teacher at Kernan Middle. Ms. Dana Bass, 15 yrs teaching/ former Assistant Principal is her mentor.

Jessica McCarthy is a 2nd year teacher at Kernan Middle. Ms. Kathleen Simpson, 9yrs teaching/ Mathematics Department chair is her mentor.

Paul Harrison is a 2nd year teacher at Kernan Middle. Ms. Gale Berg, 20 yrs teaching/ DTU Rep and PDF is his mentor.

John Greer is a 2nd year teacher, but this is his first year teaching at Kernan Middle. Ms. Kathleen Hodge, 27 yrs teaching/ ESOL Designee is his mentor.

Heather Harrison is a 3rd year teacher, but this is her first year teaching at Kernan Middle. Ms. Angela Baker, 8yrs teaching/CSS Site Coach is her mentor.

Lisa Pietrick is a 21 year teacher, but this is her first year teacher at Kernan Middle. Ms. Deborah Cossano, 27yrs teaching/PDF and ESOL Trainer is her mentor.

Veronica Egidio is a first year teacher and new to Kernan Middle. Ms. Dana Bass, 15 yrs teaching/former Assistant Principal is her mentor.

## **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***

Teachers are expected to follow the current state and common core standards. New and veteran teachers utilize the DCPS-provided curriculum guide to ensure they are on target with the learning schedule.

Teacher CAST evaluations are tied to student gains on test items that are based on state and common core 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**

Kernan Middle School utilizes data gathered from CGAs, DARs, Achieve 3000 (student lexile levels), teacher created assessments and anecdotal records/observations. Based on results, instruction is modified through various means such as: small group instruction, teacher-led focus groups, leveled-texts, peer-to-peer tutoring, accommodations, etc.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

To schedule four 90 minute periods everyday on an A/B schedule.

### **Strategy Rationale**

This allows for the gradual release teaching model followed by small group differentiated work period.

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

- Enrichment

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

Beale-Collier, Jennifer, bealej@duvalschools.org

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

Curriculum Guide Assessments, FCAT 2.0, Baseline and Post-test assessments

**Strategy:** Weekend Program

**Minutes added to school year:** 43,200

To promote students who have failed an academic core class[es] from the previous year.

**Strategy Rationale**

Students are in need of an opportunity to revisit and relearn in order to prove their mastery of the previous skill(s).

**Strategy Purpose(s)**

- Enrichment

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

Beale-Collier, Jennifer, bealej@duvalschools.org

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

Student work, teacher developed assessments

**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**

Students are arranged in Houses composed of a 6th, 7th, and 8th grade team in each house. Students in 6th grade move up the hallway to the 7th grade teachers in their house, and the 7th grade students move up the hallway to the 8th grade. This allows teachers the opportunity to not only build relationships with their students and their families, it enables them to know the strengths and challenges each student possess while in their classroom's learning environment.

**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**

Kernan Middle School presents the following programs to encourage higher education pursuits and career awareness via: DCPS School Choice Expo, College and Career Night, Parent-Student Night, where high schools present the various programs of study available at their school.

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

Journalism prepares students who want to further their education in this career. Computer coursework is currently being offered beginning in the 6th grade and students will follow this program throughout 8th grade and have the opportunity to earn their CTE certification at the programs completion.

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

Achieve 3000 is being integrated across all curricula, except Mathematics; this is an effort to promote career and technical education courses. Student electives such as Speech and Debate are utilized to promote critical thinking skills and provide authentic discussion about current events both locally and world-wide. by students with insight and improving verbal skill sets. Keyboarding and productivity software training is included in the curriculum of computer electives offered across grade levels. An overall increase in the use of computers to assess and teach students is an ongoing objective and will enable students to better integrate into an increasingly automated workplace.

***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***

Students are provided an opportunity to complete advanced courses in all core subject areas, based on the annual analysis of district and state assessments. Accelerated courses in math, science, and foreign language allow students to earn high school credit to allow further acceleration in high school settings.

## 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.** Increase student proficiency in math by teaching students to justify their reasoning in the problem solving process.
- G2.** Improve proficiency in reading through lessons in multi-text analysis.
- G3.** Improve student writing proficiency across the content areas through instruction in evidence-based responses.
- G4.** Increase positive student behaviors through regular implementation of CHAMPs and positive behavior interventions.

## 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. Increase student proficiency in math by teaching students to justify their reasoning in the problem solving process.** 1a

G045712

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Math - Asian	81.0
AMO Math - African American	63.0
AMO Math - ED	67.0
AMO Math - ELL	59.0
AMO Math - Hispanic	70.0
AMO Math - SWD	59.0
AMO Math - White	76.0
FAA Mathematics Proficiency	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
Math Gains	
Math Lowest 25% Gains	

**Resources Available to Support the Goal** 2

- Carnegie Curriculum, Math XL, Algebra Nation, Geometry SketchPad, Pearson Realize series; includes: Digits, Algebra and Geometry.

**Targeted Barriers to Achieving the Goal** 3

- Access to technology, both on campus and at home
- Prior student experience with justifying their reasoning in the problem solving process

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

Student reflections, extended responses and assessment writings.

**Person Responsible**

Kathleen Simpson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Teacher gathered data of student growth through the school year in demonstrating proficiency in writing, by using the common grading rubric.

**G2. Improve proficiency in reading through lessons in multi-text analysis. 1a**

G045706

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Reading - Asian	79.0
AMO Reading - African American	61.0
AMO Reading - ED	65.0
AMO Reading - ELL	53.0
AMO Reading - Hispanic	66.0
AMO Reading - SWD	59.0
AMO Reading - White	77.0
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FAA Reading Proficiency	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
FCAT 2.0 Science Proficiency	
FAA Science Proficiency	

**Resources Available to Support the Goal 2**

- County Curriculum Guides, Novels, Achieve 3000, Write to Learn, Textbooks, Corrective Reading

**Targeted Barriers to Achieving the Goal 3**

- Teachers' need for familiarity with new standards and curriculum.
- The need for literacy training across the curricula.

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

The proficiency in reading through lessons in multi-text analysis across the curricula will be monitored through formal and informal observations reviewed by administrators, as well as district formal student assessments,

**Person Responsible**

Jennifer Beale-Collier

**Schedule**

On 6/5/2015

**Evidence of Completion**

The collection of evidence that demonstrates the monitoring of this goal will be through formal and informal observations, as well as district student assessments.

**G3. Improve student writing proficiency across the content areas through instruction in evidence-based responses.** 1a

G045705

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

**Resources Available to Support the Goal** 2

- To assist in the transition from the FCAT and FCAT 2.0 Writing Rubric - Grade 8 to the new Florida Standards Assessments there are two existing Rubrics. FRIESS and Elements of a Short Response will be utilized to scaffold to the FSA.

**Targeted Barriers to Achieving the Goal** 3

- Students transition from the FCAT and FCAT 2.0 Writing Rubric - Grade 8 to the new Florida Standards Assessments.
- New focus on evidence-based analysis from multiple non-fictional texts challenges current student skill-sets.

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

Students' evidence-based responses will be collected and scored using the common writing rubric.

**Person Responsible**

Joseph Rawlins

**Schedule**

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

**Evidence of Completion**

Averages of student rubric scores will be compared over time to check for growth in writing proficiency.

**G4. Increase positive student behaviors through regular implementation of CHAMPs and positive behavior interventions.** 1a

G045681

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	
2+ Behavior Referrals	
Attendance rate	
Students exhibiting two or more EWS indicators (Total)	
2+ Course Failures - Middle Grades	

**Resources Available to Support the Goal** 2

- Foundations

**Targeted Barriers to Achieving the Goal** 3

- Student movement during school transitions within common areas.
- Disruptions in class due to student behavioral issues leading to loss of instructional time.

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

Students' evidence-based responses will be collected and graded using the common writing rubric.

**Person Responsible**

Joseph Rawlins

**Schedule**

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

**Evidence of Completion**

Averages of student rubric scores will be compared over time to check for growth in writing proficiency.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Increase student proficiency in math by teaching students to justify their reasoning in the problem solving process. **1**

 G045712

**G1.B1** Access to technology, both on campus and at home **2**

 B112900

**G1.B1.S1** Increase computer access and the use of technology learning tools in math classrooms to assess and differentiate student performance and instruction. **4**

 S124247

### Strategy Rationale

Allows math instructors to implement a technology rotation to more effectively differentiate learning based on formative assessment data.

### Action Step 1 **5**

Add 2 additional computers in each math classroom for a total of 6

#### Person Responsible

Linda Woods

#### Schedule

On 9/30/2014

#### Evidence of Completion

There are 6 computers in each math classroom

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

Teachers will report to their house administrator their computer needs

**Person Responsible**

Linda Woods

**Schedule**

On 6/5/2015

***Evidence of Completion***

Inventory report

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

Interim Assessment Results

**Person Responsible**

Kathleen Simpson

**Schedule**

On 6/5/2015

***Evidence of Completion***

Results from CGA assessments will be monitored to determine proficiency

**G1.B1.S2** Student homework helper workbooks and other ancillary materials will be provided to students when needed for enrichment or review. 4

 S124248

### Strategy Rationale

Provide students lacking at-home technology and/or internet access with resources to complete home learning assignments.

### Action Step 1 5

Students without access to technology at home will be provided paper-based home learning assignments.

#### Person Responsible

Kathleen Simpson

#### Schedule

On 6/5/2015

#### Evidence of Completion

Students that do not have access to technology and/or the internet at home will be issued an interactive workbook.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Homework helper workbooks will be provided to teachers.

#### Person Responsible

Kathleen Simpson

#### Schedule

On 6/5/2015

#### Evidence of Completion

Teachers will have access to the homework helper workbooks and will issue them to students on an as needed basis.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Teachers will collect and assess homework helper assignments.

**Person Responsible**

Kathleen Simpson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Records of graded student assessed assignments will be kept by teachers; in lieu of technology-based assignments.

**G1.B2 Prior student experience with justifying their reasoning in the problem solving process 2**

 B112915

**G1.B2.S1 Teach students how to provide effective justification when completing math tasks to ensure understanding. 4**

 S124270

**Strategy Rationale**

Descriptive explanations of mathematical processes improve critical thinking skills within the content area and writing across the curriculum.

**Action Step 1 5**

Teach students how to provide thoroughly written justifications of math processes and solutions.

**Person Responsible**

Kathleen Simpson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Student created reflection submissions, extended responses and writing responses through assessments (state, county and teacher created).

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

Teachers provide evidence of implementation.

**Person Responsible**

Kathleen Simpson

**Schedule**

On 6/5/2015

***Evidence of Completion***

Collaborative lesson planning, assessment writing and meeting minutes will address the inclusion of writing evidence within the math curriculum.

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

Bring evidence of student work to PLC and Departmental meetings to collaboratively assess and score student writing by utilizing the school-based writing rubric.

**Person Responsible**

Kathleen Simpson

**Schedule**

On 6/5/2015

***Evidence of Completion***

Student-based writing demonstrates precise use of mathematical language and processes to explain and justify student work.

**G2. Improve proficiency in reading through lessons in multi-text analysis. 1**

 G045706

**G2.B1 Teachers' need for familiarity with new standards and curriculum. 2**

 B112998

**G2.B1.S1 Teachers will meet in professional learning communities to collaborate and plan. 4**

 S124342

**Strategy Rationale**

In order for teachers to become familiar with the new standards they must work through the standards to gain a complete understanding of the student demands

**Action Step 1 5**

Teachers will unpack new standards and analyze student demands.

**Person Responsible**

Gareth Gary

**Schedule**

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

**Evidence of Completion**

Meeting agendas and unpacked standards completed during PLCs will be collected and reviewed by administration and reading coach.

**Action Step 2 5**

Teachers will create lessons following the county curriculum guide structure. Lessons will focus on differentiated instruction to support student needs.

**Person Responsible**

Gareth Gary

**Schedule**

On 6/5/2015

**Evidence of Completion**

Lesson plans and classroom focus walks will be reviewed and completed by administration.

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

Classroom observations and lesson plan review

**Person Responsible**

Jennifer Beale-Collier

**Schedule**

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

***Evidence of Completion***

Observations and focus walks

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

Student assessment results

**Person Responsible**

Jennifer Beale-Collier

**Schedule**

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

***Evidence of Completion***

CGA results

**G2.B1.S2** Teachers proficient with new curriculum and standards will be identified as model classrooms to be observed by other teachers. 4

 S124344

### **Strategy Rationale**

Allowing teachers to observe model classrooms will help build their skills to plan and implement new curriculum.

### **Action Step 1** 5

Lead literacy teachers will be identified by administrators and reading coach, and then utilized as a facilitator for a model classroom.

#### **Person Responsible**

Gareth Gary

#### **Schedule**

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

#### **Evidence of Completion**

Lead literacy teachers will be identified based on formal/informal observations and focus walks.

**G2.B2** The need for literacy training across the curricula. **2**

 B112999

**G2.B2.S1** Teachers of all content areas will need literacy support within English Language Arts domain using the Reading Coach as a facilitator. **4**

 S124323

**Strategy Rationale**

Due to the increase of literacy across all curricula, it is necessary for teachers to be provided with efficient English Language Arts support.

**Action Step 1** **5**

Teachers will be provided with support required to integrate literacy across curricula through the Reading Coach as a facilitator during Professional Learning Communities.

**Person Responsible**

Gareth Gary

**Schedule**

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

**Evidence of Completion**

The Reading Coach will meet with teachers needing the literacy support, to which she will facilitate questions and answers, give ideas on literacy teaching strategies, and suggest, as well as provide resources.

**Action Step 2** **5**

The Reading Coach will identify teachers who are in need of further support, to which she will implement a coaching cycle.

**Person Responsible**

Gareth Gary

**Schedule**

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

**Evidence of Completion**

The Reading Coach will use teacher's lesson plans, student generated work, as well as focus walks and informal observations.

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

During the PLCs, the Reading Coach will monitor teachers' understanding and ability to integrate literacy within their curricula.

**Person Responsible**

Gareth Gary

**Schedule**

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

**Evidence of Completion**

Teacher observations, Focus Walks, lesson plans, and student work will be used to identify those teachers needing further support.

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

The effectiveness of teachers' integration of literacy across the curricula will be monitored using the Curriculum Guide Assessments.

**Person Responsible**

Gareth Gary

**Schedule**

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

**Evidence of Completion**

Curriculum Guide Assessments will be used to determine the effectiveness of literacy integration throughout the curricula.

**G2.B2.S2** Teachers proficient within the English Language Arts domain will be identified, and then utilized as a facilitator for a model classroom. 4

 S124345

### Strategy Rationale

Allowing teachers to use model literacy classrooms as a tool of support will enable the passing of the subject mastery and skills to those in need of clarification.

### Action Step 1 5

Lead literacy teachers will be identified by administrators and Reading Coach, and then utilized as a facilitator for a model classroom.

#### Person Responsible

Gareth Gary

#### Schedule

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

#### Evidence of Completion

Lead literacy teachers will be identified based on formal/informal observations and Focus Walks.

### Action Step 2 5

Lead literacy teachers will allow teachers in need of literacy support to observe implementation of the English Language Arts domain within their classroom.

#### Person Responsible

Gareth Gary

#### Schedule

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

#### Evidence of Completion

Lead literacy teachers will be utilized as a resource of modeling literacy strategies within the classroom.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

After teachers have observed lead literacy teacher model classrooms, it will be observed by Reading Coach that implementation of shared strategies are taking place in non literacy classrooms.

**Person Responsible**

Gareth Gary

**Schedule**

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

***Evidence of Completion***

Focus Walks and informal observations by Reading Coach will be used as evidence that utilization of model classrooms are successfully being implemented.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Students will be given Curriculum Guide Assessment in order to monitor the effectiveness of model classrooms.

**Person Responsible**

Gareth Gary

**Schedule**

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

***Evidence of Completion***

The results of Curriculum Guide Assessments.

**G3.** Improve student writing proficiency across the content areas through instruction in evidence-based responses. **1**

 G045705

**G3.B1** Students transition from the FCAT and FCAT 2.0 Writing Rubric - Grade 8 to the new Florida Standards Assessments. **2**

 B112872

**G3.B1.S1** Students will receive appropriate scaffolds and supports, including accommodations and modifications where appropriate. They will be asked to produce a range of writing, including formal and informal persuasive, informative piece, in social studies and incorporate research as appropriate. **4**

 S124319

### **Strategy Rationale**

By using the existing Rubrics described to scaffold to the new FSA, this will enable teachers to act on knowledge and data of individual students to promote progress through differentiation toward independence in grade-level tasks to engage with rigorous work.

### **Action Step 1** **5**

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will strengthen their work through planning, revising, rewriting, or trying a new approach.

#### **Person Responsible**

Randolph Kuyath

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

#### **Evidence of Completion**

The teacher monitors student understanding through writing assignments and their progress transitioning to the FSA.

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

Lessons will be paced such that students spend the majority of the social studies block reading, listening to, speaking, or writing about high quality, content-rich text(s) that advance students' understanding of the content described in Florida's social studies standards.

**Person Responsible**

Randolph Kuyath

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

***Evidence of Completion***

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience..

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

Lessons will be paced such that students spend the majority of the social studies block reading, listening to, speaking, or writing about high quality, content-rich text(s) that advance students' understanding of the content described in Florida's social studies standards.

**Person Responsible**

Randolph Kuyath

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

***Evidence of Completion***

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience..

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

PLC groups will collaborate to discuss the implementation of these literacy practices and to discuss evidence of student proficiency.

**Person Responsible**

Randolph Kuyath

**Schedule**

Monthly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Representative samples from social studies student writing assignments.

**G3.B2** New focus on evidence-based analysis from multiple non-fictional texts challenges current student skill-sets. 2

 B113006

**G3.B2.S1** Science teachers will focus on evidence-based responses with students to acclimate them to pulling material from nonfiction texts that supports a claim. 4

 S124325

**Strategy Rationale**

In previous years, writing exams were focused on elaboration from prior student experiences and imagination to a prompt. Now students are being asked to cite sources from two nonfictional texts to develop a written analysis.

**Action Step 1 5**

Teachers will provide training and opportunities for students to develop evidence-based responses to scientific prompts from multiple texts.

**Person Responsible**

Joseph Rawlins

**Schedule**

On 6/5/2015

**Evidence of Completion**

Examples of teacher prompts and activities, examples of student work.

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

PLC groups will discuss evidence-based responses and develop common activities.

**Person Responsible**

Joseph Rawlins

**Schedule**

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

***Evidence of Completion***

Lesson plans or evidence for activities that include evidence-based writing.

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

PLC groups will discuss evidence-based responses and develop common activities.

**Person Responsible**

Joseph Rawlins

**Schedule**

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

***Evidence of Completion***

Samples of student writing, both of high and low quality to be used in analysis of progress.

**G4.** Increase positive student behaviors through regular implementation of CHAMPs and positive behavior interventions. **1**

 G045681

**G4.B1** Student movement during school transitions within common areas. **2**

 B113281

**G4.B1.S1** Each house develops their own transitions and supervision assignments. **4**

 S124692

### **Strategy Rationale**

Teachers are provided the opportunity to develop their own plan of action for monitoring student movement.

### **Action Step 1** **5**

Teachers and staff will be positioned strategically throughout the campus to monitor student interactions in common spaces to minimize opportunities for conflict to arise.

#### **Person Responsible**

Simon Michael

#### **Schedule**

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

#### **Evidence of Completion**

All transition plans submitted to the Dean of Students will be assessed for effectiveness throughout the school year.

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

Administrators will monitor the teachers' fidelity of their transition plan.

#### **Person Responsible**

Simon Michael

#### **Schedule**

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

#### **Evidence of Completion**

Teachers are observed implementing their transition plan.

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

Smooth transitions observed through fewer behavioral problems.

**Person Responsible**

Simon Michael

**Schedule**

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

**Evidence of Completion**

This evidence will be based on fewer referrals and incident reports during the transitions.

**G4.B2** Disruptions in class due to student behavioral issues leading to loss of instructional time. 2

 B113351

**G4.B2.S1** Each core team will develop a positive behavioral improvement plan for their students to follow within the classroom. 4

 S124769

**Strategy Rationale**

Student behavior should improve in order to promote a positive learning environment within the classroom.

**Action Step 1** 5

After teams have developed their positive behavioral improvement plan, they will implement and monitor that plan throughout the school year.

**Person Responsible**

Simon Michael

**Schedule**

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

**Evidence of Completion**

Evidence will be provided by administrative observations of rituals and routines within the classroom as well as an overall decrease of referrals submitted.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1 6**

Teachers will be observed following through with their positive behavioral improvement plan by the administrative staff.

**Person Responsible**

Simon Michael

**Schedule**

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

**Evidence of Completion**

Decreased referrals and negative parental contact,

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Teachers will track student behavior using their positive behavioral improvement plan.

**Person Responsible**

Simon Michael

**Schedule**

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

**Evidence of Completion**

Evidence of its effectiveness will be seen through an increase in academic instruction, as well as an overall decrease in referrals submitted to the dean (>50% decrease)..

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Add 2 additional computers in each math classroom for a total of 6	Woods, Linda	8/18/2014	There are 6 computers in each math classroom	9/30/2014 one-time
G1.B2.S1.A1	Teach students how to provide thoroughly written justifications of math processes and solutions.	Simpson, Kathleen	9/30/2014	Student created reflection submissions, extended responses and writing responses through assessments (state, county and teacher created).	6/5/2015 one-time
G3.B2.S1.A1	Teachers will provide training and opportunities for students to develop evidence-based responses to scientific prompts from multiple texts.	Rawlins, Joseph	8/18/2014	Examples of teacher prompts and activities, examples of student work.	6/5/2015 one-time
G3.B1.S1.A1	Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	Kuyath, Randolph	9/17/2014	The teacher monitors student understanding through writing assignments and their progress transitioning to the FSA.	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
	audience. Students will strengthen their work through planning, revising, rewriting, or trying a new approach.				
G2.B2.S1.A1	Teachers will be provided with support required to integrate literacy across curricula through the Reading Coach as a facilitator during Professional Learning Communities.	Gary, Gareth	8/18/2014	The Reading Coach will meet with teachers needing the literacy support, to which she will facilitate questions and answers, give ideas on literacy teaching strategies, and suggest, as well as provide resources.	6/5/2015 monthly
G2.B1.S1.A1	Teachers will unpack new standards and analyze student demands.	Gary, Gareth	8/25/2014	Meeting agendas and unpacked standards completed during PLCs will be collected and reviewed by administration and reading coach.	6/5/2015 biweekly
G1.B1.S2.A1	Students without access to technology at home will be provided paper-based home learning assignments.	Simpson, Kathleen	9/30/2014	Students that do not have access to technology and/or the internet at home will be issued an interactive workbook.	6/5/2015 one-time
G2.B2.S2.A1	Lead literacy teachers will be identified by administrators and Reading Coach, and then utilized as a facilitator for a model classroom.	Gary, Gareth	8/18/2014	Lead literacy teachers will be identified based on formal/informal observations and Focus Walks.	6/5/2015 quarterly
G2.B1.S2.A1	Lead literacy teachers will be identified by administrators and reading coach, and then utilized as a facilitator for a model classroom.	Gary, Gareth	8/25/2014	Lead literacy teachers will be identified based on formal/informal observations and focus walks.	6/5/2015 quarterly
G4.B1.S1.A1	Teachers and staff will be positioned strategically throughout the campus to monitor student interactions in common spaces to minimize opportunities for conflict to arise.	Michael, Simon	8/18/2014	All transition plans submitted to the Dean of Students will be assessed for effectiveness throughout the school year.	6/5/2015 daily
G4.B2.S1.A1	After teams have developed their positive behavioral improvement plan, they will implement and monitor that plan throughout the school year.	Michael, Simon	8/18/2014	Evidence will be provided by administrative observations of rituals and routines within the classroom as well as an overall decrease of referrals submitted.	6/5/2015 daily
G2.B2.S1.A2	The Reading Coach will identify teachers who are in need of further support, to which she will implement a coaching cycle.	Gary, Gareth	8/18/2014	The Reading Coach will use teacher's lesson plans, student generated work, as well as focus walks and informal observations.	6/5/2015 quarterly
G2.B1.S1.A2	Teachers will create lessons following the county curriculum guide structure. Lessons will focus on differentiated instruction to support student needs.	Gary, Gareth	8/25/2014	Lesson plans and classroom focus walks will be reviewed and completed by administration.	6/5/2015 one-time
G2.B2.S2.A2	Lead literacy teachers will allow teachers in need of literacy support to observe implementation of the English Language Arts domain within their classroom.	Gary, Gareth	8/18/2014	Lead literacy teachers will be utilized as a resource of modeling literacy strategies within the classroom.	6/5/2015 quarterly
G1.MA1	Student reflections, extended responses and assessment writings.	Simpson, Kathleen	9/30/2014	Teacher gathered data of student growth through the school year in demonstrating proficiency in writing, by using the common grading rubric.	6/5/2015 one-time
G1.B1.S1.MA1	Interim Assessment Results	Simpson, Kathleen	9/30/2014	Results from CGA assessments will be monitored to determine proficiency	6/5/2015 one-time
G1.B1.S1.MA1	Teachers will report to their house administrator their computer needs	Woods, Linda	8/18/2014	Inventory report	6/5/2015 one-time
G1.B2.S1.MA1	Bring evidence of student work to PLC and Departmental meetings to collaboratively assess and score student writing by utilizing the school-based writing rubric.	Simpson, Kathleen	9/30/2014	Student-based writing demonstrates precise use of mathematical language and processes to explain and justify student work.	6/5/2015 one-time
G1.B2.S1.MA1	Teachers provide evidence of implementation.	Simpson, Kathleen	9/30/2014	Collaborative lesson planning, assessment writing and meeting	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
				minutes will address the inclusion of writing evidence within the math curriculum.	
G1.B1.S2.MA1	Teachers will collect and assess homework helper assignments.	Simpson, Kathleen	9/30/2014	Records of graded student assessed assignments will be kept by teachers; in lieu of technology-based assignments.	6/5/2015 one-time
G1.B1.S2.MA1	Homework helper workbooks will be provided to teachers.	Simpson, Kathleen	9/30/2014	Teachers will have access to the homework helper workbooks and will issue them to students on an as needed basis.	6/5/2015 one-time
G2.MA1	The proficiency in reading through lessons in multi-text analysis across the curricula will be monitored through formal and informal observations reviewed by administrators, as well as district formal student assessments,	Beale-Collier, Jennifer	8/18/2014	The collection of evidence that demonstrates the monitoring of this goal will be through formal and informal observations, as well as district student assessments.	6/5/2015 one-time
G2.B2.S1.MA1	The effectiveness of teachers' integration of literacy across the curricula will be monitored using the Curriculum Guide Assessments.	Gary, Gareth	8/18/2014	Curriculum Guide Assessments will be used to determine the effectiveness of literacy integration throughout the curricula.	6/5/2015 quarterly
G2.B2.S1.MA1	During the PLCs, the Reading Coach will monitor teachers' understanding and ability to integrate literacy within their curricula.	Gary, Gareth	8/18/2014	Teacher observations, Focus Walks, lesson plans, and student work will be used to identify those teachers needing further support.	6/5/2015 monthly
G2.B1.S1.MA1	Student assessment results	Beale-Collier, Jennifer	8/25/2014	CGA results	6/5/2015 quarterly
G2.B1.S1.MA1	Classroom observations and lesson plan review	Beale-Collier, Jennifer	8/25/2014	Observations and focus walks	6/5/2015 biweekly
G2.B2.S2.MA1	Students will be given Curriculum Guide Assessment in order to monitor the effectiveness of model classrooms.	Gary, Gareth	8/18/2014	The results of Curriculum Guide Assessments.	6/5/2015 quarterly
G2.B2.S2.MA1	After teachers have observed lead literacy teacher model classrooms, it will be observed by Reading Coach that implementation of shared strategies are taking place in non literacy classrooms.	Gary, Gareth	8/18/2014	Focus Walks and informal observations by Reading Coach will be used as evidence that utilization of model classrooms are successfully being implemented.	6/5/2015 quarterly
G3.MA1	Students' evidence-based responses will be collected and scored using the common writing rubric.	Rawlins, Joseph	9/29/2014	Averages of student rubric scores will be compared over time to check for growth in writing proficiency.	6/5/2015 quarterly
G3.B1.S1.MA1	PLC groups will collaborate to discuss the implementation of these literacy practices and to discuss evidence of student proficiency.	Kuyath, Randolph	9/17/2014	Representative samples from social studies student writing assignments.	6/5/2015 monthly
G3.B1.S1.MA1	Lessons will be paced such that students spend the majority of the social studies block reading, listening to, speaking, or writing about high quality, content-rich text(s) that advance students' understanding of the content described in Florida's social studies standards.	Kuyath, Randolph	9/17/2014	Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience..	6/5/2015 weekly
G3.B1.S1.MA1	Lessons will be paced such that students spend the majority of the social studies block reading, listening to, speaking, or writing about high quality, content-rich text(s) that advance students' understanding of the content described in Florida's social studies standards.	Kuyath, Randolph	9/17/2014	Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience..	6/5/2015 weekly
G3.B2.S1.MA1	PLC groups will discuss evidence-based responses and develop common activities.	Rawlins, Joseph	9/29/2014	Samples of student writing, both of high and low quality to be used in analysis of progress.	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
G3.B2.S1.MA1	PLC groups will discuss evidence-based responses and develop common activities.	Rawlins, Joseph	9/29/2014	Lesson plans or evidence for activities that include evidence-based writing.	6/5/2015 monthly
G4.MA1	Students' evidence-based responses will be collected and graded using the common writing rubric.	Rawlins, Joseph	9/29/2014	Averages of student rubric scores will be compared over time to check for growth in writing proficiency.	6/5/2015 quarterly
G4.B1.S1.MA1	Smooth transitions observed through fewer behavioral problems.	Michael, Simon	8/18/2014	This evidence will be based on fewer referrals and incident reports during the transitions.	6/5/2015 daily
G4.B1.S1.MA1	Administrators will monitor the teachers' fidelity of their transition plan.	Michael, Simon	8/18/2014	Teachers are observed implementing their transition plan.	6/5/2015 daily
G4.B2.S1.MA1	Teachers will track student behavior using their positive behavioral improvement plan.	Michael, Simon	8/18/2014	Evidence of its effectiveness will be seen through an increase in academic instruction, as well as an overall decrease in referrals submitted to the dean (>50% decrease)..	6/5/2015 daily
G4.B2.S1.MA1	Teachers will be observed following through with their positive behavioral improvement plan by the administrative staff.	Michael, Simon	8/18/2014	Decreased referrals and negative parental contact,	6/5/2015 daily

## 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.** Increase student proficiency in math by teaching students to justify their reasoning in the problem solving process.

**G1.B2** Prior student experience with justifying their reasoning in the problem solving process

**G1.B2.S1** Teach students how to provide effective justification when completing math tasks to ensure understanding.

### PD Opportunity 1

Teach students how to provide thoroughly written justifications of math processes and solutions.

#### Facilitator

Classroom Teachers

#### Participants

Students

#### Schedule

On 6/5/2015

**G2.** Improve proficiency in reading through lessons in multi-text analysis.

**G2.B1** Teachers' need for familiarity with new standards and curriculum.

**G2.B1.S1** Teachers will meet in professional learning communities to collaborate and plan.

### PD Opportunity 1

Teachers will unpack new standards and analyze student demands.

#### Facilitator

Reading Coach and Lead Teachers

#### Participants

All English Language Arts teachers

#### Schedule

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

## PD Opportunity 2

Teachers will create lessons following the county curriculum guide structure. Lessons will focus on differentiated instruction to support student needs.

### Facilitator

Reading Coach and Lead Teachers

### Participants

All English Language Arts teachers

### Schedule

On 6/5/2015

**G2.B1.S2** Teachers proficient with new curriculum and standards will be identified as model classrooms to be observed by other teachers.

## PD Opportunity 1

Lead literacy teachers will be identified by administrators and reading coach, and then utilized as a facilitator for a model classroom.

### Facilitator

Meghann Van Hise

### Participants

Literacy teachers

### Schedule

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

**G2.B2** The need for literacy training across the curricula.

**G2.B2.S1** Teachers of all content areas will need literacy support within English Language Arts domain using the Reading Coach as a facilitator.

**PD Opportunity 1**

Teachers will be provided with support required to integrate literacy across curricula through the Reading Coach as a facilitator during Professional Learning Communities.

**Facilitator**

Meghann Van Hise

**Participants**

All Non Literacy Content Area Classroom Teachers

**Schedule**

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

**PD Opportunity 2**

The Reading Coach will identify teachers who are in need of further support, to which she will implement a coaching cycle.

**Facilitator**

Meghann Van Hise

**Participants**

All Non Literacy Content Area Classroom Teachers

**Schedule**

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

**G2.B2.S2** Teachers proficient within the English Language Arts domain will be identified, and then utilized as a facilitator for a model classroom.

### **PD Opportunity 1**

Lead literacy teachers will be identified by administrators and Reading Coach, and then utilized as a facilitator for a model classroom.

#### **Facilitator**

Meghann Van Hise

#### **Participants**

Literacy Teachers

#### **Schedule**

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

### **PD Opportunity 2**

Lead literacy teachers will allow teachers in need of literacy support to observe implementation of the English Language Arts domain within their classroom.

#### **Facilitator**

Meghann Van Hise

#### **Participants**

Literacy Teachers

#### **Schedule**

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

**G3.** Improve student writing proficiency across the content areas through instruction in evidence-based responses.

**G3.B2** New focus on evidence-based analysis from multiple non-fictional texts challenges current student skill-sets.

**G3.B2.S1** Science teachers will focus on evidence-based responses with students to acclimate them to pulling material from nonfiction texts that supports a claim.

**PD Opportunity 1**

Teachers will provide training and opportunities for students to develop evidence-based responses to scientific prompts from multiple texts.

**Facilitator**

Joseph Rawlins, Reading Coach or District Specialists

**Participants**

Science teachers at Kernan Middle School.

**Schedule**

On 6/5/2015

**G4.** Increase positive student behaviors through regular implementation of CHAMPs and positive behavior interventions.

**G4.B1** Student movement during school transitions within common areas.

**G4.B1.S1** Each house develops their own transitions and supervision assignments.

**PD Opportunity 1**

Teachers and staff will be positioned strategically throughout the campus to monitor student interactions in common spaces to minimize opportunities for conflict to arise.

**Facilitator**

Sara Russo

**Participants**

Teachers and staff

**Schedule**

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

**G4.B2** Disruptions in class due to student behavioral issues leading to loss of instructional time.

**G4.B2.S1** Each core team will develop a positive behavioral improvement plan for their students to follow within the classroom.

**PD Opportunity 1**

After teams have developed their positive behavioral improvement plan, they will implement and monitor that plan throughout the school year.

**Facilitator**

Sara Russo and Administrative Staff

**Participants**

All Teachers

**Schedule**

Daily, 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.*

**G1.** Increase student proficiency in math by teaching students to justify their reasoning in the problem solving process.

**G1.B1** Access to technology, both on campus and at home

**G1.B1.S2** Student homework helper workbooks and other ancillary materials will be provided to students when needed for enrichment or review.

### **PD Opportunity 1**

Students without access to technology at home will be provided paper-based home learning assignments.

#### **Facilitator**

Classroom Teachers

#### **Participants**

Students

#### **Schedule**

On 6/5/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 2:</b> Improve proficiency in reading through lessons in multi-text analysis.	0
<b>Goal 4:</b> Increase positive student behaviors through regular implementation of CHAMPs and positive behavior interventions.	500
<b>Grand Total</b>	<b>500</b>

Goal 2: Improve proficiency in reading through lessons in multi-text analysis.		
Description	Source	Total
<b>B1.S2.A1</b> - Money will need to be set aside for substitutes so teachers can participate in training and observing model classrooms.	General Fund	0
<b>Total Goal 2</b>		<b>0</b>

Goal 4: Increase positive student behaviors through regular implementation of CHAMPs and positive behavior interventions.		
Description	Source	Total
<b>B2.S1.A1</b> - Dollars will be set aside for student awards for positive behaviors	General Fund	500
<b>Total Goal 4</b>		<b>500</b>