

Mayport Middle School

8-Step problem solving step zero school strategic goals
students college and career needs assessment resources
instruction effective leadership strategies ambitious supportive environment improvement building relationships increased achievement
teaching collaborative public and mission vision



2014-15 School Improvement Plan

Mayport Middle School

2600 MAYPORT RD, Atlantic Beach, FL 32233

<http://www.mayportmiddle.org>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	45%
Alternative/ESE Center	Charter School	Minority
No	No	42%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to teach through an interdisciplinary focus on rigorous, interrelated core academic subjects and electives, which prepare learners for the stringent requirements of high school Advanced Placement courses. Our methodology will be inquiry-based, differentiated, and aligned with preparing our students to enter any high school acceleration program. Our students will become self-directed researchers, analytical thinkers, problem-solvers, prolific readers and writers, and lifelong stewards of the coastal environment.

Provide the school's vision statement

The vision of Mayport Coastal Sciences Middle School is to enable all students to reach their full potential as creative, inquiring learners who respect our Florida Marine Ecosystems.

School Environment

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

Shark Bites Transitional Program is the first process MCSMS utilizes to build teacher/student relationship

This program helps to transition incoming sixth grade students and parents/guardians into the middle school academic, social/emotional, behavioral, and support expectations. Students engage in a rotating morning program consisting of organizational/time management, mathematics, technology, and conflict resolution classes. In the afternoon portion of the program, students establish lab protocols and hands-on coastal science themed activities to give them an insight into the field coursework they will embark on during their middle school educational exploration.

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

As each student arrives to MCSMS in the morning, he/she is greeted at the door by a faculty member who checks for student IDs and clear/mesh backpacks. Students are separated by grade levels and male/female to wait until they are picked up by their teacher. Sixth graders wait on the bottom bleachers, seventh graders wait on the top bleachers, and eighth graders wait in the cafeteria. Each area is monitored by at least 2 faculty members with radios. Students are not allowed to walk around the interior of the school without a pass from a teacher. The flow of student traffic is one way.

During school, students follow a structured movement plan during periods of transition between classes. The structured movement of each class is led by a teacher. Students receive CHAMPs (Conversation, Help, Activity, Movement, Participation) instruction in regards to all areas of the school during the first days of school. Students also receive CHAMPs reminders throughout the school year as needed. The flow of student traffic is one way going up/down stairways.

After school, students are dismissed according to how they go home. Bus riders are instructed to go immediately to the bus loop through designated exits of the school. Car riders and walkers are dismissed in the opposite direction through designated exits of the school. Each class is escorted by a teacher during the dismissal process. The flow of student traffic is one way to the exits.

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 (Conversation, Help, Activity, Movement, Participation) is followed in all classrooms and common areas including the cafeteria, hallways, and gymnasium. All teachers are expected to implement the CHAMPs behavior management program into their classroom instruction. Teachers with CHAMPs experience collaborate with new teachers during PLCs. New teachers are expected to receive CHAMPs training through professional development opportunities and/or through the new teacher mentor program.

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

Mentoring program for students identified by discipline referrals from the previous school year and teacher and administrator recommendation.

Counseling services are provided by the 2 School Counselors to ensure social-emotional needs are met through self, parent and teacher referral for services. Individual and group counseling services are provided.

School Counselors provided training to faculty and staff on Early Warning Signs for Abuse Reporting, Suicide Prevention, Behavioral Concerns and Students in Crisis.

Families are referred to the Beaches Resource Center for individual and family counseling assistance and additional community resources.

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 schools system includes a comprehensive review of academic progress monitoring, attendance and behavioral data.

- * Bi-quarterly review of progress and report cards for students who are at risk.
- * Individual academic intervention meetings with students and parents who are failing any core class.
- * Attendance is reported and monitored daily.
- * Parents are notified daily of absences via automated phone system.
- * Attendance Intervention meetings are held monthly with the Assistance Principal and Attendance Intervention Social Worker.
- * Suspension rates are reviewed by the Dean of Discipline, ISSP Teacher, ESE Teacher and School Counselors.
- * Behavior contracts are written and reviewed for students with suspensions.
- * Students who are assigned In-school-suspension are required to follow the ISSP curriculum which includes reflection on behaviors, goal setting, and how recognition of how behaviors affect other. This program is coordinated and taught by a certified instructor.
- * Students with referrals for Level 2 Code of Conduct violations may be referred to our school's Restorative Justice program for peer mediation, peer support circles, or student accountability board.
- * Level 1 students are scheduled in Intensive Reading and Intensive Math.
- * Level 1 students are reviewed weekly through Performance Matters progress monitoring

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	3	9	20
One or more suspensions	118	133	75	326
Course failure in ELA or Math	1	1	1	3
Level 1 on statewide assessment	139	158	126	423

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		1	1

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

- *Small group/personalized academic instruction during in-school-suspension time.
- *Follow-up with Restorative Justice students and teachers to monitor progress.
- *Monitor and follow-up with students who have behavior contracts in place.
- *Teacher/Student mentoring
- *Parent conferencing scheduled to include team of teachers as well as Dean, ISSP teacher and school counselors if needed.
- *Referral to Beaches Full Services
- *Course recovery

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

MCSMS desires for all parents to be, on a minimum weekly basis,, involved in progress monitoring their student's academic progress performance through utilization of Grade Portal. We encourage parents to have students open and discuss Gaggle platforms in the home learning setting to communicate current standards being covered in instructional settings on and off campus. Parents are also encouraged to be engaged with their students on academic field studies, social enrichment events of the school and any other engagement activities sponsored through PTA, SAC, and school sponsored clubs (i.e. Challenge Day, FFA, Red Ribbon Week, etc.)

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 school builds and sustains partnerships with the local community by extending an open invitation to our business partners and local businesses to participate in our Open House, school orientations, and other school related programs that will allow our local community to share their resources which will support our school and student achievement. We also extend the opportunity for our local community to become mentors and/or volunteers at our school.

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
McCray, Katrina	Principal
Koek, Chris	Assistant Principal
Deuse, Monica	Dean
Sullivan, Jill	Teacher, Career/Technical
Polhemus, Tess	
Johnson, Michele	Guidance Counselor
Williams, Aurelia	Assistant Principal
Ronek, Naomi	Teacher, K-12
Hitzeman, Brooke	Instructional Coach
Duncan, Cynthia	Teacher, K-12

Duties

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

Katrina McCray- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Chris Koek - Assistant Principal and RTI Lead: Grade retention, curriculum, and standards-based administrator. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Aurelia Williams – Assistant Principal: Safe and Civil Schools and Attendance administrator. Monitors and provides interventions based on attendance and behavior referrals data.

Michele Johnson: - School Counselor: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Anne Kilby – ESE Lead Teacher Monitors, develops, and interprets fidelity of Individual Education Plans. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and

documentation; provides professional development and technical assistance for IEP program. Tess Polhemus – Test Coordinator: Develop and implement assessment protocols for standardized, and curriculum guide assessments. Analyze assessment outcomes and collaborate with RtI Administrator to develop and implement interventions. Provides professional development to faculty on the utilization of internet-based Curriculum Guide Assessments. Collaborates with RtI administrator to develop and implement the PLC Progress Monitoring Plan.

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 Response to Intervention program will be coordinated and integrated by an RtI school-based coordinator. The RtI coordinator will be charged with developing a team of school-based leaders who will identify what interventions will be placed in the appropriate location of RtI Pyramid. The RtI team will utilize assessment data to identify student's needs and prescribe the tiered interventions. The RtI coordinator will meet regularly with subject/grade area departments/teams. They will insure the interventions are being documented and to provide needed assistance to teachers for non-responsive students.

Funds were utilized to obtain industry tools, resources, and training in order for students to gain skills and knowledge for employment in the agriculture and maritime industries. Through FFA and agricultural courses our students are offered leadership training and reinforcement of specific career and technical skills. Our students receive technical and career training via our fish farm companies, coastal law, and career development events such as aquaculture, public speaking, job interviewing and parliamentary procedures. Students are groomed for vertical integration into high school agricultural and maritime programs that offer industry certification.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Chris Mays	Parent
Katrina McCray	Principal
Adrienne Wakefield	Teacher
Kenyatta Register	Parent
Douglas Blackmon	Parent
Kimberly Dull	Parent
Lisa Paxton	Parent
Carla Johnson	Parent
Judy Cromartie	Business/Community
Teh'Lajah Brooks	Student
Amy Grass Gilmore	Parent
Desmond Demps	Business/Community
Steven Abrass	Parent
Martin Taylor	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC members during the September meeting reviewed the 2013-2014 School Improvement Plan to evaluate the needs of the school and analyze the budget for 2014-2015.

Development of this school improvement plan

- a) assist in the preparation and evaluation of the School Improvement Plan
- b) assist in the preparation of the school's annual budget
- c) The SAC shall perform functions prescribed by regulations of the district school board
- d) Review and update the School Improvement Plan when needed as determined by established goals

Preparation of the school's annual budget and plan

SAC members met in June 2014 and voted to continue to support Saturday school as an academic intervention. The remaining funds will be based on teacher requests for classroom resources.

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

- Provide funding for Saturday - allocation \$2,000
- Faculty instructional resources

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Hitzeman, Brooke	Instructional Coach
McCray, Katrina	Principal
Koek, Chris	Assistant Principal
Johnson, Michele	Guidance Counselor
Kilby, Anne	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- Increase literacy across content areas by building a literacy culture through collegiality and collaboration
- AVID Elective and 7th/8th Grade core classes
- Full-time Coastal Science Elective 8th Grade Teacher
- Implementation will be monitored through OnCourse Lesson Plans and individual student portfolios.

- Performance Matters database will be used as the implementation tool for each student's progress monitoring plan
Data sources will be:
 - o Language Arts Florida Standards
 - o Curriculum Guide Assessments
 - Achieve 3000 Level Set (Lexile Level)

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

Provide teachers an opportunity to complete an Needs Assessment Survey to provide teachers with meaningful professional development Instructional Coaches will provide professional development. Ensure that the professional development opportunities teachers experience have a direct impact on their classroom instruction, which will result in an improvement of student achievement. Provide more opportunities for teacher-leaders to lead professional development sessions for their teams, and for the school, based on their areas of interest/expertise. Teachers will complete exit tickets after professional development sessions including the question "Today's session provided me with strategies I will use in my classroom this week." Exit Tickets will be used to evaluate the effectiveness of professional development. Instructional rounding will be conducted by teacher teams to provide feedback on best practices.

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

The strategies for teacher recruitment and retention:

- 1) professional development facilitator will meet regularly with new teachers to provide certification, policy procedure, and curricular guidance.
- 2) instructional coach will facilitate weekly common planning PLC's to provide all teacher with assistance in implementing instructional best practices.
- 3)Teachers are offered support by mentors to help retain new teachers once they are hired.

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

MINT Program- New teachers are paired with CET trained mentor teachers to help them during the time they need to be in MINT (1-3 years). We meet as a group on the 4th Thursday of each month, but mentors and teachers meet regularly to discuss the topics/questions the new teachers may have. Mentors log their time to get in-service points. Mentors are assigned to a new teacher by subject areas with principal approval.

Student Mentoring- Teachers are encouraged to pick a student or two to mentor during the year. Activities could be to have lunch together, students can come to room to assist teacher before or after school, end of the year luncheon, etc. Teachers can log their time to get in-service points.
Interns- 4 teachers will have a pre-intern from UNF. The intern will need to log 50 hours of time in the classrooms in a 10 week period. Interns will have a list of requirements that the teachers will help them to complete..

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

Quick Peak Walk-through and classroom observations based on CAST rubrics will be conducted by administrators to verify:

- Teachers are on schedule with the District Curriculum Pacing Guides.
- Curriculum programs are being followed with fidelity.
- Students are appropriately engaged.
- Learning environment is physically safe

The science department utilizes Florida's standards test item specifications for planning lessons.

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

Performance Matters will be used by all teachers to identify students that are below, approaching or proficient according to grade level based on their content area standards. Teacher led groups will be implemented to offer remediation and/or enrichment based on student needs. Instructional Software programs (Achieve 3000 and Digits) will also be utilized to provide literacy and mathematical support to students in core content areas.

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: 45

Sunrise Sharks: This program meets daily from 7 am - 9 am, Monday-Friday, daily progress monitoring of grades using Grade Portal, completion of incomplete work, remediation of core academic skills, and social enrichment component as incentive for all academic work completion.

Strategy Rationale

It is necessary to provide students with a structured environment for completing course assignments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is regularly collected and analyzed through Pearson to review academic gains from CGA assessments and other district and state 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

Shark Bites transition summer camp helps to transition incoming sixth grade students and parents/guardians into the middle school academic, social/emotional, behavioral, and support expectations. Students engage in a rotating morning program consisting of organizational/time management, mathematics, technology, and conflict resolution classes. school tour, and orientation sessions.

Eighth grade parent night, academic plan, host feeder high schools registration event, provide information for incoming 9th grade information nights, Choices inventory, and Magnet Fair

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

The use of the online program Choices allows students to identify how their interests and values align with others who are in various occupations and directs which classes will be most helpful to prepare for selected career pathways. School counselors conduct career planning activities with all students in the school in the classrooms

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

As a coastal science magnet, we offer CTE classes in agriculture and information and communication technology (ICT) as an introduction to industry certification course of study. In depth field studies in the community illuminate occupations which utilize information taught in these classes.

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

Four high school credit classes are offered to enable students to take more rigorous courses, i.e. AP, dual-enrollment, IB or AICE, while in high school. Pre-AP strategies such as Cornell Notes are implemented throughout the school. Based on the most recent High School Feedback Report from the school the majority of our students attend, Duncan U. Fletcher, about one-third of the graduates qualify for the Medallion level of Bright Futures scholarship. We will educate our students on the value and how to qualify for this award.

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 have the opportunity to complete up to 5 High School level courses by the end of Middle School.

Pre AP and Honors courses are available for increasing rigor and academic readiness for identified students.

The AVID program is available for average students to enhance opportunities and exposure to highly rigorous courses with intensive learning strategies and support.

Students participate in Jacksonville Goes to College week and attend the National College Fair to increase exposure to college readiness.

8th Grade Transition to High School Student/Parent night includes neighboring High Schools sharing their Accelerated programs and academies.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will score at or above 70% on the 2015 Science FCAT
- G2.** Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, online reading.
- G3.** 100% of 8th grade students will complete their high school plan.
- G4.** Increase Level 3 and above on FSA Reading through promoting school-wide professional development on instructional best practices.
- G5.** 75% of students will score at or above proficient on the Writing FSA .
- G6.** Increase the opportunities for students to experience STEM activities within our CTE courses.
- G7.** Students will score at or above a level 4 on state End of Course Exam for Algebra 1. 99% of students will achieve Level 3 or above on the 2015 Florida Geometry End-of-Course Assessment.
- G8.** Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.
- G9.** Students will achieve Level 3 or above on the 2015 Florida Standards Assessment in Math. Increase the percentage of students who will make learning gains in Math on the 2015 Florida Standard 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. Students will score at or above 70% on the 2015 Science FCAT 1a

 G047366

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- The resources available to our students include: Science Fusion Textbook and Online Labs, Achieve 3000 supplementary content articles, and Gizmos.

Targeted Barriers to Achieving the Goal 3

G2. Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, online reading. 1a

 G047307

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Reading - Asian	71.0
AMO Reading - African American	51.0
AMO Reading - Hispanic	70.0
AMO Reading - SWD	45.0
AMO Reading - ED	58.0
AMO Reading - White	75.0

Resources Available to Support the Goal 2

- Fusion online and hardcopy textbook. Use of Student Achieve 3000, Interactive Journals to focus on higher order process skills and writing. Use Gizmos for online enrichment activities.
- Reading coach will provide professional development on reading and writing strategies.

Targeted Barriers to Achieving the Goal 3

- Student access to online resources.
- Allocation of professional development planning time.

Plan to Monitor Progress Toward G2. 8

Level 3 and 4 student gains.

Person Responsible

Katrina McCray

Schedule

On 6/5/2015

Evidence of Completion

FSA Results

G3. 100% of 8th grade students will complete their high school plan. 1a



Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0

Resources Available to Support the Goal 2

- Online Choices program. District 4-year plan template.

Targeted Barriers to Achieving the Goal 3

- Student attendance

Plan to Monitor Progress Toward G3. 8

Set a two week time limit

Person Responsible

Michele Johnson

Schedule

On 1/9/2015

Evidence of Completion

School Progress Monitoring Calendar

G4. Increase Level 3 and above on FSA Reading through promoting school-wide professional development on instructional best practices. **1a**



Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

Resources Available to Support the Goal **2**

- FSA Standards • School based magnet curriculum standards • Assessments for data collection (Curriculum Guide Assessments, Achieve 3000) • Interactive Notebooks • Progress Monitoring Plan • Book log/summary sheet

Targeted Barriers to Achieving the Goal **3**

- Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release •

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

Increase performance ELA CGA in Informational Text category

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

CGA progress report

G5. 75% of students will score at or above proficient on the Writing FSA . 1a

 G047515

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- The resources available to our students include: District Curriculum Guides, Achieve 3000, Write To Learn, Interactive Notebooks, Writing stations.
- Reading coach will provide professional development on reading and writing strategies.

Targeted Barriers to Achieving the Goal 3

- Student access to online resources.

Plan to Monitor Progress Toward G5. 8

Student reports from Achieve3000 and Write To Learn assignments

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

Student reports from Achieve3000 and Write To Learn assignments

G6. Increase the opportunities for students to experience STEM activities within our CTE courses. 1a

Targets Supported 1b

 G047310

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal 2

- Partnerships with UNF, MATE, Maritime License Company. Field study consultants provide on-sight professional development and student training. Aquaculture and MATE ROV Curriculum Textbooks.

Targeted Barriers to Achieving the Goal 3

- Class size must be limited.

Plan to Monitor Progress Toward G6. 8

Student's will participate in Science Fair, Coastal Sciences Field Studies, FFA Conference and Exhibitions, ROV Submersible Field Studies, prepare for next year Robotics Competition.

Person Responsible

Schedule

Evidence of Completion

TDE and Field Study requests.

G7. Students will score at or above a level 4 on state End of Course Exam for Algebra 1. 99% of students will achieve Level 3 or above on the 2015 Florida Geometry End-of-Course Assessment. **1a**

Targets Supported **1b**

 G047311

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0
Geometry EOC Pass Rate	99.0

Resources Available to Support the Goal **2**

- Florida State Standards ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments) ~ Interactive journals ~ SEAS Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal **3**

- Professional Development for instructional fidelity ~ Performing CGAs within the expected Curriculum Guide timeline.

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

Data analysis/Lesson Plans/Observations

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G8. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. 1a



Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Personnel- School Based Reading Coach Weekly Professional Development with all teachers Curriculum Guides for all content areas

Targeted Barriers to Achieving the Goal 3

- Consistent attendance at professional development sessions Lack of CARPD and reading endorsement certifications Implementation of newly learned instructional strategies in the classroom

Plan to Monitor Progress Toward G8. 8

Data Analysis/ Lesson Plans/Observations

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Review of data, lesson plans, and debriefs for observations

G9. Students will achieve Level 3 or above on the 2015 Florida Standards Assessment in Math. Increase the percentage of students who will make learning gains in Math on the 2015 Florida Standard Assessment.

1a

 G047317

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	66.0
Math Gains	55.0

Resources Available to Support the Goal 2

- Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments) ~ Interactive journals ~ Progress Monitoring Plan/AIP ~ Technology for taking assessments~ Carnegie Learning curriculum

Targeted Barriers to Achieving the Goal 3

- Consistent monitoring by teachers and parents to verify bubble students are making gains ~ Availability of infrastructure (Wi-Fi) for computers ~ Teacher may not have completed Student Data Dives.
- Implementation of Carnegie Learning with fidelity.
- Implementation of Digits curriculum with fidelity.

Plan to Monitor Progress Toward G9. 8

Data analysis

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

CGAs, Tutoring Log, Parent Link confirmation report and parent feedback

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. Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, online reading. **1**

 G047307

G2.B1 Student access to online resources. **2**

 B117794

G2.B1.S1 Computer lab will be available for before and after school access. The Computer Applications teacher will have scheduled hours to provide technical support. Computer cart priority has been given to all ELA and Social Studies classrooms. **4**

 S129550

Strategy Rationale

The increase in school computer labs students will have the resources and support needed to increase online time.

Action Step 1 **5**

Develop a plan for providing extended coverage for student supervision in the computer lab and the media center.

Person Responsible

Aurelia Williams

Schedule

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

Evidence of Completion

Quarterly duty roster

Action Step 2 5

Collaborate with Team Up director to employ Computer Applications teacher as an after-school instructor.

Person Responsible

Aurelia Williams

Schedule

Daily, from 9/5/2014 to 5/29/2015

Evidence of Completion

TeamUp sign-in log. TeamUp and principal meeting minutes.

Action Step 3 5

Teacher will be assigned to provide morning course assistance.

Person Responsible

Chris Koek

Schedule

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

Evidence of Completion

Morning sign-in logs.

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

Monitor lab usage.

Person Responsible

Chris Koek

Schedule

On 5/29/2015

Evidence of Completion

Tutoring and TeamUp sign-in logs.

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

Progress monitor student growth on CGA's

Person Responsible

Katrina McCray

Schedule

Quarterly, from 9/17/2014 to 5/20/2015

Evidence of Completion

CGA assessment results.

G2.B2 Allocation of professional development planning time. 2



G2.B2.S1 Schedule professional development time. 4



Strategy Rationale

Action Step 1 5

Collaborate with Reading Coach, District Science Coach, and the Science lead to develop planning calendar.

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

Agenda and Coaches log.

Action Step 2 5

Instructional implementation of Achieve 3000

Person Responsible

Brooke Hitzeman

Schedule

On 10/5/2014

Evidence of Completion

Achieve 3000 usage reports

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

Professional development attendance.

Person Responsible

Chris Koek

Schedule

Evidence of Completion

Professional development minutes.

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

The implementation of the instructional strategies.

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

CAST observation instrument and Coaches logs.

G2.B2.S2 Implement coaching cycle. 4

 S129552

Strategy Rationale

Action Step 1 5

Observe~ debrief~ co-plan ~ Co-teach ~ model specific reading and writing strategies that will focus on science informational text.

Person Responsible

Schedule

Evidence of Completion

Coaches log and Teacher lesson plans.

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

Implementation of reading and writing strategies

Person Responsible

Chris Koek

Schedule

Evidence of Completion

Teacher lesson plans and student journals

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

Analysis of student progress through assessments.

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

CGA results and student artifacts.

G3. 100% of 8th grade students will complete their high school plan. 1

 G047308

G3.B1 Student attendance 2

 B117796

G3.B1.S1 Attendance will be monitored by teachers and reported to School Counselor 4

 S129553

Strategy Rationale

Students will be present during the facilitation of their high plan.

Action Step 1 5

Daily attendance will be monitored during Choice input days.

Person Responsible

Michele Johnson

Schedule

On 12/19/2014

Evidence of Completion

Genesis/Oncourse Attendance report

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

Plans are completed

Person Responsible

Michele Johnson

Schedule

On 12/19/2014

Evidence of Completion

Copies of High School plan

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

Each student completes their plan for each year of high school

Person Responsible

Michele Johnson

Schedule

On 12/19/2014

Evidence of Completion

Student plan

G4. Increase Level 3 and above on FSA Reading through promoting school-wide professional development on instructional best practices. 1

 G047309

G4.B1 Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release • 2

 B117797

G4.B1.S1 Reading Coach will collaborate with District Content Area coaches to provide professional development for the implementation of specific reading strategies that are aligned to their subject areas.

4

 S129554

Strategy Rationale

Action Step 1 5

Identify Reading strategies that correlate with the Science and Civics curriculum in regards to Informational Text.

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

PLC's agenda's and minutes.

Action Step 2 5

TDE for integrating reading strategies into content area lessons.

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

Agenda

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

Lesson plans and instruction will be monitored for fidelity

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

Science Lesson plans and observation notes

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

Increased score on Achieve 3000 Informational Text.

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

Achieve 3000 progress report

G4.B1.S2 Teachers will participate in Common Planning PLC's. 4

 S129555

Strategy Rationale

Action Step 1 5

Provide professional development on the components of Gradual Release.

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

Agenda

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

Teachers will plan lessons and implement the Gradual Release Model.

Person Responsible

Chris Koek

Schedule

Evidence of Completion

OnCourse lesson plans and coaches classroom observations.

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

Lesson delivery using the Gradual Release Model.

Person Responsible

Chris Koek

Schedule

Evidence of Completion

CAST observation instrument and Coaches logs.

G5. 75% of students will score at or above proficient on the Writing FSA . 1

 G047515

G5.B1 Student access to online resources. 2

 B118301

G5.B1.S1 Computer lab will be open before and after school for student access. 4

 S130097

Strategy Rationale

Offering computer lab hours before and after school will provide more opportunities for students to access instructional software programs.

Action Step 1 5

Computer lab will be open before and after school for student use.

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

A log will be kept to record attendance and instructional programs used during this time.

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

Core content area teachers will track students using services outside school hours.

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

Student reports from Achieve3000 and Write To Learn assignments

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

Student reports from Achieve3000 and Write To Learn assignments

Person Responsible

Aurelia Williams

Schedule

Evidence of Completion

Student reports from Achieve3000 and Write To Learn assignments

G5.B1.S2 Computer carts will be allocated to all ELA and Social Studies classroom. 4



Strategy Rationale

Increase student access.

Action Step 1 5

Test Coordinator/STC will allocate computer carts and provide PD on assigning computers to students.

Person Responsible

Tess Polhemus

Schedule

Evidence of Completion

Monitor computer availability

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Computer property check

Person Responsible

Tess Polhemus

Schedule

Evidence of Completion

Computer cart listing

G6. Increase the opportunities for students to experience STEM activities within our CTE courses. 1

 G047310

G6.B1 Class size must be limited. 2

 B117878

G6.B1.S1 Target students who have a strong interest in the coastal sciences. 4

 S129636

Strategy Rationale

Increases the opportunity for success.

Action Step 1 5

Provide student with an opportunity to select their elective courses.

Person Responsible

Jill Sullivan

Schedule

Evidence of Completion

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

Monitor scheduling processes and requests.

Person Responsible

Chris Koek

Schedule

Evidence of Completion

Review Genesis teacher load report.

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

Person Responsible

Schedule

Evidence of Completion

G7. Students will score at or above a level 4 on state End of Course Exam for Algebra 1. 99% of students will achieve Level 3 or above on the 2015 Florida Geometry End-of-Course Assessment. 1

 G047311

G7.B1 Professional Development for instructional fidelity ~ Performing CGAs within the expected Curriculum Guide timeline. 2

 B117799

G7.B1.S1 Use of Cornell Notes in order to analyze math concepts and processes ~ Apply AVID organizational strategies ~ Raise the expectations of student achievement through rigorous coursework ~ Use CGAs to help drive instruction 4

 S129558

Strategy Rationale

Provides an opportunity for students to develop cognitive organizational practices.

Action Step 1 5

Utilize structured notetaking skills and interactive journals, integrate instructional strategies, analyze CGA results to determine instructional focus and/or spiral review.

Person Responsible

Naomi Ronek

Schedule

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Student samples, weekly lesson plan virtual walk-through, rubrics for authentic assessment, student gains from assessments

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

Student data, focus walks/classroom observations, interactive journals

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Student Interactive Journal ~ Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G8. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. 1

 G047314

G8.B1 Consistent attendance at professional development sessions Lack of CARPD and reading endorsement certifications Implementation of newly learned instructional strategies in the classroom 2

 B117802

G8.B1.S1 Incentives for consistent attendance. Support of non-reading certified teachers in order to promote reading/writing instructional strategies throughout all curriculums. 4

 S129561

Strategy Rationale

Action Step 1 5

Professional Development- Gradual Release, Cross-Content Area Writing, Directed Notetaking, Reflective Analysis, Questioning Methods, Shared Inquiry Discussions around Text

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

Implementation of professional development- classroom observations, sample products

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

Observe instructional strategies within classroom lessons, evidence in lesson plans

Person Responsible

Chris Koek

Schedule

Evidence of Completion

Interactive Notebooks, implementation of strategies, usage of data to drive instruction

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

Data Analysis

Person Responsible

Brooke Hitzeman

Schedule

Evidence of Completion

Improvement of data between baseline and current assessments/

G9. Students will achieve Level 3 or above on the 2015 Florida Standards Assessment in Math. Increase the percentage of students who will make learning gains in Math on the 2015 Florida Standard Assessment. 1

 G047317

G9.B1 Consistent monitoring by teachers and parents to verify bubble students are making gains ~ Availability of infrastructure (Wi-Fi) for computers ~ Teacher may not have completed Student Data Dives.

2

 B117805

G9.B1.S1 Students will be scheduled for online assessments. Parents will be included in the process of monitoring student performance. 4

 S129565

Strategy Rationale

Increase communication with parents regarding academic progress

Action Step 1 5

Identify bubble target group based on FCAT, CGA; Provide enrichment math course schedule; Math teachers, APC and tutors will collaborate on developing instructional resources on focused standards; online assessments will be scheduled according to Curriculum Learning Guides; parents will be notified when assessment results are available.

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Review of data, lesson plans

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

Analyze data, review assessment scheduling

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Documentation in Pearson Student AIP

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

Review and analyze CGA results

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G9.B1.S2 AM and PM Math tutoring. 4



Strategy Rationale

Increase structured learning opportunities

Action Step 1 5

Student progress data will be reviewed to determine tutoring need.

Person Responsible

Chris Koek

Schedule

Evidence of Completion

AM/PM attendance log and data usage reports.

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

Teachers will develop daily lessons with differentiated objectives.

Person Responsible

Chris Koek

Schedule

Evidence of Completion

Lesson plans.

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

Person Responsible

Schedule

Evidence of Completion

G9.B2 Implementation of Carnegie Learning with fidelity. 2

 B117806

G9.B2.S1 District and school math coaches will assist teachers with the implementation of the Carnegie Learning curriculum. 4

 S129568

Strategy Rationale

Coaches curriculum will guide instructional focus.

Action Step 1 5

Coaches will model implementation of the curriculum through the coaching cycle.

Person Responsible

Naomi Ronek

Schedule

Evidence of Completion

Coaches log.

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Informal CAST observation focusing of Domain 2 and 3.

Person Responsible

Schedule

Evidence of Completion

CAST observation.

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Enrichment Math CGA data results

Person Responsible

Schedule

Evidence of Completion

Student gains on CGA.

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
G2.B1.S1.A1	Develop a plan for providing extended coverage for student supervision in the computer lab and the media center.	Williams, Aurelia	9/8/2014	Quarterly duty roster	5/29/2015 daily
G2.B2.S1.A1	Collaborate with Reading Coach, District Science Coach, and the Science lead to develop planning calendar.	Hitzeman, Brooke	9/1/2014	Agenda and Coaches log.	one-time
G2.B2.S2.A1	Observe~ debrief~ co-plan ~ Co-teach ~ model specific reading and writing strategies that will focus on science informational text.		Coaches log and Teacher lesson plans.	one-time	
G3.B1.S1.A1	Daily attendance will be monitored during Choice input days.	Johnson, Michele	11/3/2014	Genesis/Oncourse Attendance report	12/19/2014 one-time
G4.B1.S1.A1	Identify Reading strategies that correlate with the Science and Civics curriculum in regards to Informational Text.	Williams, Aurelia	9/8/2014	PLC's agenda's and minutes.	one-time
G4.B1.S2.A1	Provide professional development on the components of Gradual Release.	Hitzeman, Brooke	9/23/2014	Agenda	one-time
G7.B1.S1.A1	Utilize structured notetaking skills and interactive journals, integrate instructional strategies, analyze CGA results to determine instructional focus and/or spiral review.	Ronek, Naomi	8/18/2014	Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis	one-time
G8.B1.S1.A1	Professional Development- Gradual Release, Cross-Content Area Writing, Directed Notetaking, Reflective Analysis, Questioning Methods, Shared Inquiry Discussions around Text	Hitzeman, Brooke	9/8/2014	Implementation of professional development- classroom observations, sample products	one-time
G9.B1.S1.A1	Identify bubble target group based on FCAT, CGA; Provide enrichment math course schedule; Math teachers, APC and tutors will collaborate on developing instructional resources on focused standards; online assessments will be scheduled according to Curriculum Learning Guides; parents will be notified when assessment results are available.	McCray, Katrina	9/8/2014	Review of data, lesson plans	one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B1.S2.A1	Student progress data will be reviewed to determine tutoring need.	Koek, Chris	9/29/2014	AM/PM attendance log and data usage reports.	one-time
G9.B2.S1.A1	Coaches will model implementation of the curriculum through the coaching cycle.	Ronek, Naomi	8/18/2014	Coaches log.	one-time
G6.B1.S1.A1	Provide student with an opportunity to select their elective courses.	Sullivan, Jill	8/18/2014		one-time
G5.B1.S1.A1	Computer lab will be open before and after school for student use.	Williams, Aurelia	9/24/2014	A log will be kept to record attendance and instructional programs used during this time.	one-time
G5.B1.S2.A1	Test Coordinator/STC will allocate computer carts and provide PD on assigning computers to students.	Polhemus, Tess	8/11/2014	Monitor computer availability	annually
G2.B1.S1.A2	Collaborate with Team Up director to employ Computer Applications teacher as an after-school instructor.	Williams, Aurelia	9/5/2014	TeamUp sign-in log. TeamUp and principal meeting minutes.	5/29/2015 daily
G4.B1.S1.A2	TDE for integrating reading strategies into content area lessons.	Hitzeman, Brooke	9/29/2014	Agenda	one-time
G2.B2.S1.A2	Instructional implementation of Achieve 3000	Hitzeman, Brooke	9/2/2014	Achieve 3000 usage reports	10/5/2014 one-time
G2.B1.S1.A3	Teacher will be assigned to provide morning course assistance.	Koek, Chris	9/29/2014	Morning sign-in logs.	5/29/2015 biweekly
G2.MA1	Level 3 and 4 student gains.	McCray, Katrina	6/5/2015	FSA Results	6/5/2015 one-time
G2.B1.S1.MA1	Progress monitor student growth on CGA's	McCray, Katrina	9/17/2014	CGA assessment results.	5/20/2015 quarterly
G2.B1.S1.MA1	Monitor lab usage.	Koek, Chris	9/12/2014	Tutoring and TeamUp sign-in logs.	5/29/2015 one-time
G2.B2.S1.MA1	The implementation of the instructional strategies.	McCray, Katrina	8/11/2014	CAST observation instrument and Coaches logs.	weekly
G2.B2.S1.MA1	Professional development attendance.	Koek, Chris	8/18/2014	Professional development minutes.	one-time
G2.B2.S2.MA1	Analysis of student progress through assessments.	Hitzeman, Brooke	9/19/2014	CGA results and student artifacts.	one-time
G2.B2.S2.MA1	Implementation of reading and writing strategies	Koek, Chris	9/1/2014	Teacher lesson plans and student journals	one-time
G3.MA1	Set a two week time limit	Johnson, Michele	12/19/2014	School Progress Monitoring Calendar	1/9/2015 one-time
G3.B1.S1.MA1	Each student completes their plan for each year of high school	Johnson, Michele	11/3/2014	Student plan	12/19/2014 one-time
G3.B1.S1.MA1	Plans are completed	Johnson, Michele	11/3/2014	Copies of High School plan	12/19/2014 one-time
G4.MA1	Increase performance ELA CGA in Informational Text category	Williams, Aurelia	9/8/2014	CGA progress report	one-time
G4.B1.S1.MA1	Increased score on Achieve 3000 Informational Text.	Hitzeman, Brooke	9/8/2014	Achieve 3000 progress report	one-time
G4.B1.S1.MA1	Lesson plans and instruction will be monitored for fidelity	Williams, Aurelia	9/15/2014	Science Lesson plans and observation notes	one-time
G4.B1.S2.MA1	Lesson delivery using the Gradual Release Model.	Koek, Chris	9/8/2014	CAST observation instrument and Coaches logs.	one-time
G4.B1.S2.MA1	Teachers will plan lessons and implement the Gradual Release Model.	Koek, Chris	9/15/2014	OnCourse lesson plans and coaches classroom observations.	one-time
G5.MA1	Student reports from Achieve3000 and Write To Learn assignments	Williams, Aurelia	Student reports from Achieve3000 and Write To Learn assignments	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1	Student reports from Achieve3000 and Write To Learn assignments	Williams, Aurelia	Student reports from Achieve3000 and Write To Learn assignments	one-time	
G5.B1.S1.MA1	Core content area teachers will track students using services outside school hours.	Williams, Aurelia	Student reports from Achieve3000 and Write To Learn assignments	one-time	
G5.B1.S2.MA1	Computer property check	Polhemus, Tess	8/11/2014	Computer cart listing	quarterly
G6.MA1	Student's will participate in Science Fair, Coastal Sciences Field Studies, FFA Conference and Exhibitions, ROV Submersible Field Studies, prepare for next year Robotics Competition.		TDE and Field Study requests.	once	
G6.B1.S1.MA1	[no content entered]			one-time	
G6.B1.S1.MA1	Monitor scheduling processes and requests.	Koek, Chris	8/18/2014	Review Genesis teacher load report.	one-time
G7.MA1	Data analysis/Lesson Plans/ Observations	McCray, Katrina	9/30/2014	Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress	one-time
G7.B1.S1.MA1	Student data, focus walks/classroom observations, interactive journals	McCray, Katrina	9/30/2014	Student Interactive Journal ~ Admin/ Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress	one-time
G7.B1.S1.MA1	Classroom observations, discussions during professional development sessions, evidence in lesson plans	McCray, Katrina	9/30/2014	Student samples, weekly lesson plan virtual walk-through, rubrics for authentic assessment, student gains from assessments	one-time
G8.MA1	Data Analysis/ Lesson Plans/ Observations	McCray, Katrina	9/22/2014	Review of data, lesson plans, and debriefs for observations	one-time
G8.B1.S1.MA1	Data Analysis	Hitzeman, Brooke	9/19/2014	Improvement of data between baseline and current assessments/	one-time
G8.B1.S1.MA1	Observe instructional strategies within classroom lessons, evidence in lesson plans	Koek, Chris	9/8/2014	Interactive Notebooks, implementation of strategies, usage of data to drive instruction	one-time
G9.MA1	Data analysis	McCray, Katrina	9/26/2014	CGAs, Tutoring Log, Parent Link confirmation report and parent feedback	one-time
G9.B1.S1.MA1	Review and analyze CGA results	McCray, Katrina	9/26/2014	Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress	one-time
G9.B1.S1.MA1	Analyze data, review assessment scheduling	McCray, Katrina	9/26/2014	Documentation in Pearson Student AIP	one-time
G9.B2.S1.MA1	Enrichment Math CGA data results		Student gains on CGA.	once	
G9.B2.S1.MA1	Informal CAST observation focusing of Domain 2 and 3.		CAST observation.	once	
G9.B1.S2.MA1	[no content entered]			one-time	
G9.B1.S2.MA1	Teachers will develop daily lessons with differentiated objectives.	Koek, Chris	9/19/2014	Lesson plans.	one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, online reading.

G2.B2 Allocation of professional development planning time.

G2.B2.S1 Schedule professional development time.

PD Opportunity 1

Collaborate with Reading Coach, District Science Coach, and the Science lead to develop planning calendar.

Facilitator

District and School coaches

Participants

All faculty

Schedule

PD Opportunity 2

Instructional implementation of Achieve 3000

Facilitator

District facilitator

Participants

ELA & Social Studies Teachers

Schedule

On 10/5/2014

G2.B2.S2 Implement coaching cycle.

PD Opportunity 1

Observe~ debrief~ co-plan ~ Co-teach ~ model specific reading and writing strategies that will focus on science informational text.

Facilitator

District Science and School Reading Coach.

Participants

Science teachers

Schedule

G4. Increase Level 3 and above on FSA Reading through promoting school-wide professional development on instructional best practices.

G4.B1 Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release •

G4.B1.S1 Reading Coach will collaborate with District Content Area coaches to provide professional development for the implementation of specific reading strategies that are aligned to their subject areas.

PD Opportunity 1

Identify Reading strategies that correlate with the Science and Civics curriculum in regards to Informational Text.

Facilitator

Reading Coach

Participants

Science and Social Studies teachers.

Schedule

PD Opportunity 2

TDE for integrating reading strategies into content area lessons.

Facilitator

District and School Reading and Science coaches

Participants

Science and Civics teachers

Schedule

G4.B1.S2 Teachers will participate in Common Planning PLC's.

PD Opportunity 1

Provide professional development on the components of Gradual Release.

Facilitator

Reading and Math Coaches

Participants

All certificated and non-certificated instructors.

Schedule

G5. 75% of students will score at or above proficient on the Writing FSA .

G5.B1 Student access to online resources.

G5.B1.S2 Computer carts will be allocated to all ELA and Social Studies classroom.

PD Opportunity 1

Test Coordinator/STC will allocate computer carts and provide PD on assigning computers to students.

Facilitator

Tess Polhemus

Participants

All faculty members

Schedule

G8. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

G8.B1 Consistent attendance at professional development sessions Lack of CARPD and reading endorsement certifications Implementation of newly learned instructional strategies in the classroom

G8.B1.S1 Incentives for consistent attendance. Support of non-reading certified teachers in order to promote reading/writing instructional strategies throughout all curriculums.

PD Opportunity 1

Professional Development- Gradual Release, Cross-Content Area Writing, Directed Notetaking, Reflective Analysis, Questioning Methods, Shared Inquiry Discussions around Text

Facilitator

Brooke Roth

Participants

Brooke Roth All teachers

Schedule

Technical Assistance Items

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

G5. 75% of students will score at or above proficient on the Writing FSA .

G5.B1 Student access to online resources.

G5.B1.S1 Computer lab will be open before and after school for student access.

PD Opportunity 1

Computer lab will be open before and after school for student use.

Facilitator

Aurelia Williams

Participants

Students in need of internet access for intervention or enrichment purposes.

Schedule

Budget Rollup

Summary	
Description	Total
Goal 2: Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, online reading.	1,008
Goal 9: Students will achieve Level 3 or above on the 2015 Florida Standards Assessment in Math. Increase the percentage of students who will make learning gains in Math on the 2015 Florida Standard Assessment.	30,360
Grand Total	31,368

Goal 2: Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, online reading.
Description
B1.S1.A3 - SAI Funds
Total Goal 2
Goal 9: Students will achieve Level 3 or above on the 2015 Florida Standards Assessment in Math. Increase the percentage of students who will make learning gains in Math on the 2015 Florida Standard Assessment.
Description
B1.S1.A1 - Part-time Hourly math teacher.
B1.S2.A1 - SAI Funding
Total Goal 9