

2013-2014 SCHOOL IMPROVEMENT PLAN

Sebastian Charter Junior High School
782 WAVE ST
Sebastian, FL 32958
772-388-8838

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School Yes	Minority Rate 37%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	12
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	32
Appendix 2: Budget to Support Goals	33

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sebastian Charter Junior High School

Principal

Martha Mcadams L

School Advisory Council chair

Ang Dong

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Martha McAdams	Principal
Alison Taylor	Assistant Principal
Marvel Nolan	Math Department Chair
Nan Thornton	Social Studies Department Chair
Lynda McIntosh	Language Arts Department Chair
Heidi Sutherland	Reading Department Chair
Cathy Tinder	Science Department Chair
Susie Durand	Educational Technology Coordinator

District-Level Information

District

Indian River

Superintendent

Dr. Frances J Adams

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sebastian Charter Junior High's Board of Directors is the School Advisory Council.

Involvement of the SAC in the development of the SIP

The Board of Directors/SAC approves the School Improvement Plan.

Activities of the SAC for the upcoming school year

The Board of Directors/SAC meets monthly at which time the principal of the school reports to the committee regarding school improvement.

Projected use of school improvement funds, including the amount allocated to each project

- Writing consultant to improve 8th grade writing = \$2,500
- Write to Learn, data drive program for writing = \$790
- Science Fair Program (mentoring and administering = \$800
- STEM and CTE education provided as electives = \$26,224
- All Afterschool/Supplemental Programs = \$5,365
- Software for academic programs (Accelerated Reader, etc.)=\$4,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Martha Mcadams L

Principal

Years as Administrator: 21

Years at Current School: 11

Credentials

Ph.D in Special Education & Administration
Administration/Supervision; Specific Learning Disabilities; Early Childhood Education; Mentally Handicapped; Varying Exceptionalities; Elementary Education; ESOL

Performance Record

- 'B' 2012-2013 School Year
- 'A' 2011-2012 School Year
- 'A' 2010-2011 School Year
- 'A' 2009-2010 School Year
- 'A' 2008-2009 School Year
- 'A' 2007-2008 School Year
- 'A' 2006-2007 School Year
- 'A' 2005-2006 School Year

Alison Taylor		
Asst Principal	Years as Administrator: 2	Years at Current School: 10
Credentials	M. Ed. in Administration General Science 5-9	
Performance Record	'B' 2012-2013 School Year 'A' 2011-2012 School Year	

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
16

receiving effective rating or higher
0%

Highly Qualified Teachers
6%

certified in-field
14, 88%

ESOL endorsed
1, 6%

reading endorsed
1, 6%

with advanced degrees
5, 31%

National Board Certified
0, 0%

first-year teachers
2, 13%

with 1-5 years of experience

3, 19%

with 6-14 years of experience

9, 56%

with 15 or more years of experience

3, 19%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Dr. Martha McAdams, the principal, is the person responsible for recruiting and retaining highly qualified, certified -in- field, and effective teachers at SCJH. Strategies that are used include: teacher participation in ongoing professional development onsite; competitive salaries and benefits; dynamic and interactive curriculum with the technology provided by the school to sustain it; and involving teachers in the decision making process. The school also partners new teachers with experienced staff for mentoring and the principal also meets regularly with new teachers to provide a smooth transition.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

SCJH pairs existing teachers with new teachers based on the subject that they teach in a peer relationship. The assistant principal serves as a mentor to explain operational and school wide rules and procedures. The teachers meet for a three day PD that includes all the information that new teachers need to start their year at SCJH. The teachers meet with their peers on a regular and as needed basis. There are also mentor meetings once a month and on an as needed basis with all new teachers during the first year. All new teachers are still mentored for the following three years on an as needed basis but are not required to attend the monthly meetings.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Every MTSS meeting is aligned with the goals of SCJH's SIP using student data and discussions about interventions or strategies. The school uses a school wide Strategic Instruction Model which provides Tier 1 support to all students. During teacher faculty meetings discussion of students in the MTSS process occurs as well as monitoring of all Tier 1 strategies. The teacher assistant monitors all interventions and is assigned to provide extra support in the classroom.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Select General Education Teachers: 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.

Resource Specialist: Participates in the planning, implementation, and evaluation of Exceptional Education (ESE) Programs, coordinates assigned programs or service areas to ensure compliance with federal, state, and district requirements, coordinates articulation meetings when students move to another school and prepares all required reports and maintains all appropriate records.

Resource Specialist Assistant: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching.

Speech Language Pathologist (contracted-attends as needed): Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The principal oversees the entire process to ensure fidelity.

The resource specialist, resource teacher, school psychologist and assistant principal meet at least every other Tuesday and will meet every Tuesday if needed to discuss all MTSS issues. During these meetings notes are taken and an agenda is in place.

SCJH's MTSS is aware of the SIP and takes into account items that need to be discussed pertaining to the SIP.

The assistant principal and resource teacher meet with the principal every Wednesday during administration meetings where any MTSS and SIP issues are discussed.

The resource teacher, resource specialist, assistant principal, principal and school psychologist have a very open form of communication which is another critical aspect when fidelity is a concern.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring System (PM2), Florida Comprehensive Assessment Test (FCAT), STAR reading and math assessment.

Progress Monitoring: PM2 Curriculum Based Measurement (CBM), FCAT Simulation, STAR reading and math assessment

End of Year: FCAT, STAR reading and math assessment

Frequency of Data Days: Benchmark Assessment according to the SDIRC calendar

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers’ meetings which will occur throughout the year. Data-based Decision-making, and Supporting and Evaluating Interventions will be covered. District staff will train teachers on PM2 and the utilization of the data available via that vehicle. Department meetings will utilize data discussions and analysis. There will be information shared at a Parent/Teacher/Student Organization meeting regarding how data is utilized for problem solving.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Martha McAdams	Principal
Heidi Sutherland	Reading
Nan Thornton	Social Studies
Cathy Tinder	Science
Susanna Durand	Language Arts
Lynda McIntosh	Language Arts
Marvel Nolan	Math
Joy Kurtz	Resource Specialist Assistant

How the school-based LLT functions

The LLT meets quarterly to review individual and group trends in meeting SCJH and SDIRC Benchmarks in content areas.

Teachers also meet in small groups (as needed) to analyze assessment data and /or testing results from end of chapter or end of unit tests.

Major initiatives of the LLT

The LLT team will have one focus: Student Achievement.

All initiatives will support the goal of enabling all students to be successful.

Review and discussion of instructional strategies for individuals, subgroups such as Hispanic students and students with AIPs/IEPs/504 Plans.

Reading & Writing Across the Curriculum will be stressed and ideas for infusion will be addressed in all subject areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading Across the Curriculum is incorporated and ideas for infusion will be addressed in all subject areas by the Leadership Team. All teachers will be provided training in various aspects of the Strategic Instructional Model to reinforce the use of reading strategies throughout the curriculum. During faculty meetings and inservice training teachers will be provided specific ideas and training on how to reinforce reading strategies in every class.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

SCJH offers elective classes that promote skills relevant to career and college readiness. These electives are computers/typing, Computer Aided Design, Character Development, and STEM (Science, Technology, Engineering & Math). All teachers are incorporating CCSS which promotes literacy and self exploration that are relevant to any student's future. All teachers explain the importance of their lessons concentrating on the real world applications of it.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

All students at SCJH take character development class all three years of attendance. Within the character development class a segment is dedicated to student college and career planning. The administration monitors student achievement and promotes academic advancement when necessary. Florida Virtual School courses are offered to students to increase the availability of a wider array of courses for students on an as needed basis. SCJH works closely with the high school to provide students with the opportunity to schedule classes and answer questions before entering high school.

Strategies for improving student readiness for the public postsecondary level

Being at the middle school level SCJH does not do an annual analysis of the High school Feedback Report. SCJH does incorporate SIM (Strategic Instruction Model) which is composed of learning strategies and content enhancement routines proven to promote student readiness.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	63%	No	70%
American Indian				
Asian				
Black/African American	58%	62%	Yes	63%
Hispanic	57%	55%	No	61%
White	71%	66%	No	74%
English language learners				
Students with disabilities	38%	31%	No	45%
Economically disadvantaged	65%	57%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	34%	39%
Students scoring at or above Achievement Level 4	50	28%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	114	62%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	109	59%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	117	63%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	54%	No	69%
American Indian				
Asian				
Black/African American	58%	38%	No	63%
Hispanic	63%	50%	No	66%
White	69%	59%	No	72%
English language learners				
Students with disabilities	57%	34%	No	61%
Economically disadvantaged	62%	46%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	20%	25%
Students scoring at or above Achievement Level 4	43	28%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	124	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	128	69%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	24	13%	20%
Middle school performance on high school EOC and industry certifications	24	13%	20%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	62%	65%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		29%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		90%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	32%	38%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	106	58%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	78	43%	57%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	78	43%	57%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	6%	6%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	4	2%	
Students who fail an English Language Arts course	14	8%	
Students who fail two or more courses in any subject	8	4%	
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

All parents are required to attend 4 PTSO meetings throughout the school year and volunteer for the school a total of eight hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents volunteering 8 hours or more	65	35%	40%
Parents attending 4 or more PTSO meetings	62	34%	39%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase the number of students scoring at achievement level 3 or higher in science.
- G2.** Increase the number of students scoring at Achievement level 3.5 and higher in writing.
- G3.** Increased parental involvement at SCJH
- G4.** Increase use of technology/computers at SCJH
- G5.** Increase teacher use of data and applying the data to their curriculum.

Goals Detail

G1. Increase the number of students scoring at achievement level 3 or higher in science.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- New science labs
- Mobile laptop cart.
- Incorporation of STEM elective
- Student participation in the school wide science fair.

Targeted Barriers to Achieving the Goal

- Student understanding of the scientific method

Plan to Monitor Progress Toward the Goal

FCAT and benchmark data that shows students' improved understanding of the scientific method.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Data should be discussed monthly during the science department meeting

Evidence of Completion:

Meeting notes and student data.

G2. Increase the number of students scoring at Achievement level 3.5 and higher in writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing consultant
- Online writing prompt Program
- Increased use of computers

Targeted Barriers to Achieving the Goal

- Understanding the FCAT scoring Rubric

Plan to Monitor Progress Toward the Goal

Understanding the FCAT scoring Rubric

Person or Persons Responsible

8th grade language arts teacher.

Target Dates or Schedule:

When a Write to Learn prompt is assigned to the students (seven times a year).

Evidence of Completion:

All writing prompt student scores will be recorded and monitored for improvement.

G3. Increased parental involvement at SCJH

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTSO (Parent Teacher Student Organization)

Targeted Barriers to Achieving the Goal

- Communication regarding when and how parents can contribute volunteer hours
- All families of SCJH participating in the 8 hours of required volunteer service.

Plan to Monitor Progress Toward the Goal

Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.

Person or Persons Responsible

PTSO President & Assistant Principal

Target Dates or Schedule:

During PTSO meetings and PTSO sponsored events.

Evidence of Completion:

More parents volunteering or inquiring about volunteering

G4. Increase use of technology/computers at SCJH

Targets Supported

- Writing
- Science - Middle School
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- A classroom set of laptops.
- Electronic White Boards in every classroom.
- Sound Systems in every classroom.

Targeted Barriers to Achieving the Goal

- Basic computer troubleshooting & knowledge of classroom technology.

Plan to Monitor Progress Toward the Goal

Teacher use of laptops and classroom technology.

Person or Persons Responsible

Assistant Principal & Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

More consistent use of technology and less teacher generated questions about the use of classroom technology. Overall improved teacher confidence and willingness to use classroom technology.

G5. Increase teacher use of data and applying the data to their curriculum.

Targets Supported

- Writing
- Algebra 1 EOC
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal

- Benchmark Testing, Fair Testing, PM2, Write to Learn.
- Select teachers given an extra period to pull and analyze data.

Targeted Barriers to Achieving the Goal

- Time allocated for analyzing data.
- Teacher participation with using the data.
- Time allocated to review the data with teachers.

Plan to Monitor Progress Toward the Goal

Increase teacher use of data and applying the data to their curriculum.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Benchmark tests and FCAT results.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of students scoring at achievement level 3 or higher in science.

G1.B3 Student understanding of the scientific method

G1.B3.S1 Providing instruction of the scientific method to all students.

Action Step 1

Providing instruction of the scientific method to all students.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Continuous throughout the 2013-2014 school year.

Evidence of Completion

Every student will have created a logbook, science board, and research paper. Some students will participate in the school based science fair.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Every student will participate in creating a science fair project.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

as needed.

Evidence of Completion

Completed science fair projects.

Plan to Monitor Effectiveness of G1.B3.S1

FCAT and benchmark data

Person or Persons Responsible

Science Teachers & Assistant Principal

Target Dates or Schedule

Benchmarks given 3 times throughout the school year. FCAT given at the end of the school year.

Evidence of Completion

Data reports from testing along with FCAT results.

G2. Increase the number of students scoring at Achievement level 3.5 and higher in writing.

G2.B1 Understanding the FCAT scoring Rubric

G2.B1.S1 Students will write to a variety of prompts provided on the DOE website and obtain feedback from a writing consultant.

Action Step 1

Students will write to a variety of prompts provided on the DOE website and obtain feedback from a writing consultant

Person or Persons Responsible

All 8th grade students

Target Dates or Schedule

Seven times during the school year.

Evidence of Completion

Students are writing prompts and receiving one on one guidance on how to make improvements from the writing consultant.

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

Understanding the FCAT scoring Rubric

Person or Persons Responsible

All 8th grade students

Target Dates or Schedule

Seven times a year

Evidence of Completion

Student writing prompts and continual guidance throughout the school year.

Plan to Monitor Effectiveness of G2.B1.S1

Understanding the FCAT scoring Rubric

Person or Persons Responsible

All 8th grade students

Target Dates or Schedule

Seven times a year

Evidence of Completion

Students' writing prompts should show scoring improvement throughout the school year.

G2.B1.S2 LA teacher and students will obtain immediate feedback from a data driven program (Write to Learn) in preparation for their FCAT Writes.

Action Step 1

Students will write to a variety of prompts provided by Write to Learn and obtain feedback.

Person or Persons Responsible

All 8th grade students

Target Dates or Schedule

Seven times during the school year.

Evidence of Completion

Students are writing prompts and receiving one on one guidance on how to make improvements.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Understanding the FCAT scoring Rubric

Person or Persons Responsible

All 8th grade students

Target Dates or Schedule

Seven times a year

Evidence of Completion

Student writing prompts and continual guidance throughout the school year.

Plan to Monitor Effectiveness of G2.B1.S2

Understanding the FCAT scoring Rubric

Person or Persons Responsible

All 8th grade students

Target Dates or Schedule

Seven times a year

Evidence of Completion

Students' writing prompts should show scoring improvement throughout the school year.

G3. Increased parental involvement at SCJH

G3.B1 Communication regarding when and how parents can contribute volunteer hours

G3.B1.S1 Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.

Action Step 1

Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.

Person or Persons Responsible

PTSO President

Target Dates or Schedule

Once a week

Evidence of Completion

Receiving and printing out the weekly e-blast

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

Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Receipt of the weekly e-blast on school email.

Plan to Monitor Effectiveness of G3.B1.S1

Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Printing out and filing of weekly e-blasts.

G4. Increase use of technology/computers at SCJH

G4.B2 Basic computer troubleshooting & knowledge of classroom technology.

G4.B2.S1 All teachers will be trained by the IT person basic trouble shooting when using the laptops and classroom technology to avoid delays in instruction.

Action Step 1

Providing teacher training on laptops and classroom technology throughout the school year.

Person or Persons Responsible

IT person - Hal McAdams

Target Dates or Schedule

During staff meetings/trainings & as needed

Evidence of Completion

Minutes from staff meetings and teacher surveys.

Facilitator:

Mr. Hal McAdams or Barbara Reese

Participants:

All SCJH teachers

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

Teacher use of laptops and classroom technology.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Throughout the school year observations will be done to evaluate teacher use of technology.

Evidence of Completion

Using student laptops on the classroom and using classroom technology efficiently.

Plan to Monitor Effectiveness of G4.B2.S1

Teacher use of laptops and classroom technology.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

All trainings will be logged and kept for reference. Teacher questions and surveys will be kept and recorded as well as update once the questions have been answered or the needed training has been implemented.

G5. Increase teacher use of data and applying the data to their curriculum.

G5.B2 Time allocated for analyzing data.

G5.B2.S1 Creating an extra planning period for select teachers to work on data.

Action Step 1

Creating an extra planning period for select teachers to work on data.

Person or Persons Responsible

Principal Dr. McAdams

Target Dates or Schedule

Entire 2013-2014 school year

Evidence of Completion

School Schedule

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Creating an extra planning period for select teachers to work on data

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

During the creation of the school schedule

Evidence of Completion

Finalized 2013-2014 school schedule

Plan to Monitor Effectiveness of G5.B2.S1

Data reports from select teachers that are chosen to work on data.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

After each benchmark assessment, or writing prompt.

Evidence of Completion

Collected data that has been analyzed for each subject and grade.

G5.B2.S2 Creating a list/timeline of required reports for the data analysis teachers to follow.

Action Step 1

Creating a list/timeline of required reports for the data analysis teachers to follow.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning of the school year.

Evidence of Completion

Timeline

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Timeline for data analysis

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

The list will be generated and filed along with all data that was required from the teachers.

Plan to Monitor Effectiveness of G5.B2.S2

Timeline of required data reports

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

During each report and throughout the school year.

Evidence of Completion

The data reports should show student improvement and the teachers should be incorporating the curriculum that was lagging in their lesson plans.

G5.B4 Time allocated to review the data with teachers.

G5.B4.S1 Create more time for departments to meet and review data.

Action Step 1

Creating more time for departments to meet and review data

Person or Persons Responsible

Principal

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

Department meeting schedule

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Data discussion occurring during department meetings.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

During meetings

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G5.B4.S1

More time for departments to meet and review data

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Assistant Principal will meet with department chairs to determine effectiveness

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Sebastian Charter Junior High receives money through Safe Schools, which is used to support our after school program. Math tutoring two days a week for all grade levels, Science Fair, National Junior Honor Society, Intramurals, Book Battle, and Ecology Club are all after school programs funded with Safe Schools money.

SCJH also receives funding through Supplemental Academic Instruction (SAI).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Increase use of technology/computers at SCJH

G4.B2 Basic computer troubleshooting & knowledge of classroom technology.

G4.B2.S1 All teachers will be trained by the IT person basic trouble shooting when using the laptops and classroom technology to avoid delays in instruction.

PD Opportunity 1

Providing teacher training on laptops and classroom technology throughout the school year.

Facilitator

Mr. Hal McAdams or Barbara Reese

Participants

All SCJH teachers

Target Dates or Schedule

During staff meetings/trainings & as needed

Evidence of Completion

Minutes from staff meetings and teacher surveys.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students scoring at achievement level 3 or higher in science.	\$800
G2.	Increase the number of students scoring at Achievement level 3.5 and higher in writing.	\$3,471
G5.	Increase teacher use of data and applying the data to their curriculum.	\$5,883
Total		\$10,154

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Personnel	Total
Supplemental Academic Instruction	\$2,500	\$0	\$0	\$2,500
Supplemental Academic Instruction	\$0	\$971	\$800	\$1,771
General Operating Fund	\$0	\$0	\$5,883	\$5,883
Total	\$2,500	\$971	\$6,683	\$10,154

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the number of students scoring at achievement level 3 or higher in science.

G1.B3 Student understanding of the scientific method

G1.B3.S1 Providing instruction of the scientific method to all students.

Action Step 1

Providing instruction of the scientific method to all students.

Resource Type

Personnel

Resource

Afterschool help from Science Teacher & organizing the school science fair

Funding Source

Supplemental Academic Instruction

Amount Needed

\$800

G2. Increase the number of students scoring at Achievement level 3.5 and higher in writing.

G2.B1 Understanding the FCAT scoring Rubric

G2.B1.S1 Students will write to a variety of prompts provided on the DOE website and obtain feedback from a writing consultant.

Action Step 1

Students will write to a variety of prompts provided on the DOE website and obtain feedback from a writing consultant

Resource Type

Other

Resource

Professional Consultant

Funding Source

Supplemental Academic Instruction

Amount Needed

\$2,500

G2.B1.S2 LA teacher and students will obtain immediate feedback from a data driven program (Write to Learn) in preparation for their FCAT Writes.

Action Step 1

Students will write to a variety of prompts provided by Write to Learn and obtain feedback.

Resource Type

Evidence-Based Materials

Resource

Funding Source

Supplemental Academic Instruction

Amount Needed

\$971

G5. Increase teacher use of data and applying the data to their curriculum.

G5.B2 Time allocated for analyzing data.

G5.B2.S1 Creating an extra planning period for select teachers to work on data.

Action Step 1

Creating an extra planning period for select teachers to work on data.

Resource Type

Personnel

Resource

Data Analysis

Funding Source

General Operating Fund

Amount Needed

\$5,883