

School District of Indian River County

Sebastian Charter Junior High School



2017-18 Schoolwide Improvement Plan

Sebastian Charter Junior High School

782 WAVE ST, Sebastian, FL 32958

www.scjh.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	33%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sebastian Charter Junior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Sebastian Charter Junior High is to provide an educational environment where students will have learning opportunities that set high expectations for academic growth, foster individual achievement, and stress character development.

b. Provide the school's vision statement.

The vision and purpose of Sebastian Charter Junior High (SCJH) is to educate and inspire students in a challenging and wholesome environment. The staff and board of directors of SCJH believe that:

- all students can be successful;
- education is a partnership between school, home, and community;
- integration of reading, math and technology skills into all subject areas is fundamental in achieving student success and preparing students for the twenty-first century;
- dedicated teachers challenge students and provide opportunities for students to pursue individual interest;
- and a small school provides a sense of community and a safe and secure environment.

SCJH will provide learning opportunities to improve learning for all students, be accountable to its students, parents, and the School District of Indian River County (SDIRC), and provide opportunities for students with:

- a small school environment with a low teacher to pupil ratio of 1:22 school-wide;
- community service projects;
- an emphasis on reading and math skills;
- parent and community involvement;
- an education that is meaningful to each student;
- dedicated teachers who care and work hard and are active participants in the decisions that affect their classrooms and students.

2. School Environment

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

SCJH is a very small charter school (public school of choice) with a population of 263 students. Prior to being accepted to the school, students and their parents have to do an interview with the principal and take a tour of the facility. During this interview, the principal learns more about the student's academic interest and background which is then shared with the teachers. The faculty at SCJH encourages parents to maintain open communication about their children at all times, so that any major disruptions to their students' lives can be handled appropriately during the school day.

SCJH offers many after school activities which enables students to develop a more meaningful relationship with their peers and teachers. They also learn more about the diverse cultures and family backgrounds of our school community. School dances and family night events are also great opportunities for teachers and staff to build relationships with the students and their families.

SCJH faculty meets on a weekly basis to discuss the educational and socio-emotional concerns and

strengths of our students. Teachers share strategies that are research based and from historical data about the students, their backgrounds, and family issues which may positively impact their academics.

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

SCJH provides Character Education to every student through the use of a formal Character Development class. The students are taught strategies to become self advocates, to identify and deal with educational, social, and emotional issues. There is zero tolerance for bullying and positive reinforcement is built into the school's procedures. The Lunch Bunch program for new students to encourage relationship building and communication. The faculty at SCJH takes much pride in greeting every student at the door with a smile and at times a handshake. All students are expected to treat SCJH as their home away from home.

c. 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.

SCJH has a school-wide discipline policy that has four steps/protocols that teachers utilize for all incidents. First interruption is a warning, second/third interruption is a demerit or timeout depending on the circumstance, and the fourth is a referral that is sent to the office. Referrals can lead to lunch detention, a call home, after school detention, in-school suspension, and/or out of school suspension.

SCJH works very hard to promote positive behaviors through a merit system that rewards students for appropriate behavior. If a student earns enough merits, they can earn dress down one day the following week, or even get a special reward if they have earned above and beyond the average number of merits. We have also implemented a positive referral system that gives special recognition to students from the principal or assistant principal for making good choices.

The protocols for the discipline and the merit system are outlined in the student planners and are reviewed with each student, parent, and teacher at the beginning of each school year. In addition, school rules are highlighted during the morning announcements each day.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All of the faculty and staff are very aware of student issues even though there is not a full-time guidance counselor on staff. Students have a positive relationship with teachers and administrators, providing resources for them if they need someone to talk to about problems they may be having. Teachers also meet briefly at least once a week to discuss any students that show signs of social-emotional distress. That time gives everyone the opportunity to understand that child and be aware if any students are the cause. In addition, the City of Sebastian provides a school resource officer that visits with the students frequently and teaches lessons to the students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

SCJH utilizes information from the FOCUS information system to obtain information regarding the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English Language Arts or Mathematics;
- and Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.
- Data from benchmark testing to monitor student progress.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	10	7	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	10	5	4	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	20	25	23	0	0	0	0	68
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	8	6	5	0	0	0	0	19

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

SCJH has 19 students exhibiting two or more early warning indicators and these students are all receiving early intervention services. The MTSS team, along with the administration and teachers of these students, communicate often about the progress of these students. There will be a data-based problem solving process in place for these students to maintain regular monitoring of these students. Parents will be notified of this plan and encouraged to have their child participate in after school and home-based tutoring, academic guidance, behavioral counseling, and one-on-one mentoring sessions, among other things.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

All parents are required to attend four PTSO meetings throughout the school year and volunteer for the school a total of ten hours. Students are required to volunteer for 5 hours. SCJH also maintains a school website and utilizes Parentsquare, eBlasts (weekly email newsletter to parents), FOCUS messaging, and uses Blackboard Connect to keep parents informed about student academics, attendance, and other family/school events. All students also have an Eagle Folder which they carry to and from home, and is strictly used for important communication with the parents. Another essential school-wide tool for communication is the student planner system which has to be signed and checked by the parents nightly.

2. 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.

SCJH has a Board of Directors that is volunteer-based and comprised of community members with a wide range of careers. Our teachers are often partnering with different societies and community members. SCJH has been involved with the Audubon Society, Impact 100, Sebastian Rotary Club, Lion's Club, Sebastian Exchange Club and many community members volunteer as yearly judges at our school-wide Science Fair. SCJH is also willing to share its facilities with organizations/groups within the immediate community that would be interested in doing so.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dodds, Bill	Principal
Devarney, Chet	Assistant Principal

b. Duties

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

Principal: Provides a common vision for the school and is the primary contact for students interested in enrolling at SCJH. The Principal goes to all necessary meetings at the local and state levels to ensure school compliance. The Principal is also responsible for the school budget as well as reading all statutes and mandates that may affect SCJH. Along with the above duties, the Principal also works closely with staff and students to maintain the "open door policy" that SCJH is known for.

Assistant Principal: The Assistant Principal works to monitor, evaluate and address teacher needs, whether it be curriculum-related or issues dealing with student behavior. The Assistant Principal will refer to the Principal for any matters that may need more assistance or guidance. The Assistant Principal is also responsible for coordination of the assessment process. The Assistant Principal also works to maintain the 'open door policy' at SCJH by working closely with parents and students on all issues. The Assistant Principal attends local or state meetings that pertain to the success of SCJH. The Assistant Principal serves as the lead administrator in the absence of the Principal.

2. 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 school leadership team works very closely to identify and align all available resources in order to meet the needs of all students with the goal of maximizing desired student outcomes. The Principal and Assistant Principal work as a team to provide the required resources in areas of personnel, instruction, and student needs. The Assistant Principal works very closely with the teachers to maintain high standards in the classroom, as well as monitoring the needs of the students. The Principal develops the operating budget, which is a working budget and is reviewed at least monthly, in order to coordinate the needed funds for student services and programs. Ultimately it is the Principal's responsibility to determine how to apply resources in order to create the highest impact for SCJH students. It must be noted that this is done with input from the teachers and administrative staff. Every year the teachers and administration analyze the student data and work to develop a plan that will improve the academic outcomes for the upcoming school year.

Teachers at SCJH email and meet quite frequently to analyze their teaching practices, and collectively make decisions to maximize student outcomes. After school tutoring/enrichment is offered every day in Reading, Language Arts, Math, and Science as well as weekly in school and/or after school Study Hall sessions to provide additional academic support and organizational skills.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Banov	Business/Community
Amy Speak	Business/Community
Kathryn Barton	Business/Community
William Brognano	Parent
Muriel Ramos	Parent
William Dodds	Principal
Chet Devarny	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Leadership team successfully implemented the SIP. Data supports success of their plan

b. Development of this school improvement plan

The School Leadership team and the Board of Directors/SAC develops and reviews the School Improvement Plan. Teachers and staff work in small groups to prioritize the focus areas for the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The Principal meets with the Director and Assistant Principal to gather information for the upcoming budget. They meet with the bookkeeper/accountant to propose a draft budget to the finance

committee. The finance committee reviews the proposed budget and it then goes to the Board of Directors for approval. The SIP is developed by the administrative team with input from the teaching staff and is then presented to the Board of Directors for approval.

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

Provide teachers professional development in the use of Study Island software for English/Language Arts for 6th - 8th grades: \$500.00

Provide teachers professional development in the use of Study Island software for Math for 6th - 8th grades: \$500.00

Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate: \$1500.00

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

No

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

As a charter school, the Board of Directors sits as the School Advisory Council, therefore we do not have to comply with this section.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dodds, Bill	Principal
Devarney, Chet	Assistant Principal
Durand, Susan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT team will work together to improve the instructional practices for our students.

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

Review and discussion of instructional strategies for all students, including subgroups such as students with IEPs/504 Plans.

Reading & Writing Across the Curriculum will be used with fidelity, and integrated in all subject areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

SCJH uses Tuesday afternoons for Professional development and/or staff/department meetings. For the 2017-18 school year, the staff will meet weekly to discuss operational issues and student issues. Once a month, the teachers will have department meetings to discuss issues relating to their content area. In addition to these meetings, teachers are required to communicate via email and read any notices that are sent out in the morning announcements. The district of Indian River County has also reserved one day each month for a shortened student schedule allowing time for teachers to participate in additional professional development.

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

William Dodds, 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; A positive learning environment with teacher involvement in the decision making process gives stakeholders a voice in school policies and procedures.

The school also partners new teachers with experienced staff for mentoring, and the Assistant Principal or Principal also meets regularly with new teachers to provide a smooth transition. Teachers are also offered reimbursement for college level courses needed towards certification or renewal of certificates.

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

SCJH pairs experienced teachers with new teachers for mentoring. The partnership is usually assigned according to the subject area.. The assistant principal serves as a mentor to explain operational and school wide rules and procedures. The teachers meet for 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. Teachers are still mentored for the following three years on an as-needed basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All teacher's are required to submit weekly lesson plans that are aligned with the Florida Standards. The school also encourages teachers to utilize Course Organizers and Unit Organizers and to plan with their peer subject area teachers and the administration. When ordering materials or textbooks, the administration reviews the materials with the teachers to ensure they are in alignment with the Florida Standards.

b. Instructional Strategies

1. 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.

SCJH utilizes STAR Reading and Math assessments to obtain baseline and end of the year data. Write Score is utilized to collect baseline and benchmark data in regard to student writing. Study

Island is utilized to do benchmark assessments in the areas of Reading, Science, Civics, and Math. Once data has been analyzed the teachers then create lessons which provide instruction and differentiate it appropriately to meet the needs of all students. Lesson Plans include ways teachers offer support to ELL and ESE students or unidentified students who are struggling academically. SCJH uses the Strategic Instruction Model (SIM) school-wide which is a system of instruction that teaches students how to learn. It also provides specific ways for students of all levels to approach certain academic skills, such as writing complete sentences, making inferences, learning vocabulary and more. Students who are identified as having the most needs for improvement in the area of reading are provided a regular reading class and an additional intensive reading class.

2. 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: After School Program

Minutes added to school year: 6,480

The school offers a plethora of after school activities which are geared to increasing student achievement. Some of the activities include English/Language Arts, Science and Math tutoring for all grades four times a week, Book Battle club, National Junior Honor Society, Intramurals, Mighty Mu Math Competition, Science Fair Help, Yearbook, Chorus, Drama, Art Club, Sign Language, and LEGO Robotics club.

Strategy Rationale

SCJH works to foster a family atmosphere among all students and staff at the school. Many students and parents look forward to the after school activities that SCJH has to offer. Students are encouraged to stay after school to increase academic achievement in subjects that offer tutoring. SCJH also strongly encourage students get involved in music, art and sports.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dodds, Bill, bdodds@scjh.org

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

All students enrolled in an after-school program will have EOC and/ or FSA data reviewed on a periodic basis as well as benchmarks to determine student achievement. All teachers providing the after-school activity provide periodic reports to the administration on the growth or decline in students participating in after-school programs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

SCJH has parent meetings and Open Houses to introduce our school to interested students and parents. During the individual and small group interviews, the history, curriculum, uniforms and daily procedures are discussed with all incoming students and parents. All students do a comprehensive review of policies and procedures in the first days of their character development class.

Eighth grade students are given opportunities to meet with guidance staff from both Sebastian River High School and Indian River Charter High School to learn about available programs. SCJH assists students in selecting and enrolling in appropriate classes for high school. Teachers and administrators write letters of recommendations for students wishing to attend Indian River Charter High School.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students at SCJH take character development class each year they attend. 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. Students have the opportunity to take high school courses in both 7th and 8th grade.

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

SCJH offers elective classes that promote skills relevant to career and college readiness. These electives are Character Development, STEM, Speech and Debate, and art. All teachers are incorporating Florida Based Standards which promote 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 them and utilize technology integration as much as possible.

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

SCJH integrates STEM concepts within its Science courses, career planning within its Character Development classes, and hands-on building projects within its Art curriculum.

4. 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.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Prepare all students for proficiency in English and Language Arts - Reading.
- G2.** Prepare all students for proficiency in Mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Prepare all students for proficiency in English and Language Arts - Reading. 1a

G094624

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Teacher organization of the LAFS

Resources Available to Help Reduce or Eliminate the Barriers 2

- Chromebooks in all classroom
- Class set of reading workbooks that offer resources for teachers regarding the LAFS
- Increased use of chromebooks in LA and reading classes
- Teaching all students the inference strategy
- Study Island question banks for technology enhanced assessment questions
- Study Island/STAR reading assessment for baseline, benchmarks and data analysis
- Professional development in the use of Google applications
- Professional development in the application of the Strategic Instruction Model
- Extra time scheduled for students reading below proficiency

Plan to Monitor Progress Toward G1. 8

Study Island data of students using the LAFS portion of the program

Person Responsible

Bill Dodds

Schedule

Quarterly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Student data pulled from Study Island.

Plan to Monitor Progress Toward G1. 8

Classroom walk through

Person Responsible

Bill Dodds

Schedule

Biweekly, from 8/24/2017 to 8/24/2017

Evidence of Completion

Results from reading benchmark assessments from Study Island.

G2. Prepare all students for proficiency in Mathematics. 1a

G094625

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Insufficient student data about FSA math

Resources Available to Help Reduce or Eliminate the Barriers 2

- School set of Chrome books
- Interactive Smart Boards in every classroom.
- Sound Systems in every classroom.
- Study Island question banks for technology enhanced assessment questions
- Study Island/STAR math assessments for baseline, benchmarks and data analysis
- Professional development in use of Math standards.

Plan to Monitor Progress Toward G2. 8

Lesson plans will indicate standards and appropriate activities and assessments.

Person Responsible

Chet Devarney

Schedule

Quarterly, from 8/1/2016 to 5/24/2017

Evidence of Completion

Checklist from reviewing lesson plans.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Prepare all students for proficiency in English and Language Arts - Reading. 1

G094624

G1.B1 Teacher organization of the LAFS 2

B254385

G1.B1.S1 Teachers will attend professional development on the use of aligning and implementing the LAFS curriculum. 4

S268642

Strategy Rationale

Teachers need to gain more understanding of the LAFS in order to enhance their instructional practices, learning activities and assessments for students.

Action Step 1 5

Teachers will attend professional development regarding use of the Strategic Instruction Model and how to break down the LAFS.

Person Responsible

Bill Dodds

Schedule

Quarterly, from 7/20/2017 to 5/1/2018

Evidence of Completion

Attendance rosters and lesson plans

Action Step 2 5

Purchase of study island and STAR to progress monitor and reinforce student knowledge of standards.

Person Responsible

Bill Dodds

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student data (ribbons) for study island

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

Teachers will consistently demonstrate proficiency in delivering standards-based lessons identifying and sharing specific standards in unit and lesson organizers

Person Responsible

Bill Dodds

Schedule

Weekly, from 8/15/2016 to 5/18/2018

Evidence of Completion

Teacher sample of a standards based lesson plans and visual during administrative walk through times.

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

The principal will meet with the departments during the meetings to monitor progress.

Person Responsible

Bill Dodds

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teacher evidence along with meeting notes.

G2. Prepare all students for proficiency in Mathematics. 1

G094625

G2.B3 Insufficient student data about FSA math 2

B254392

G2.B3.S1 Utilize data from Study Island for baseline, benchmark and end of the year FSA assessments. Utilize data from the STAR math for baseline and end of the year assessments. 4

S268649

Strategy Rationale

Utilizing data which is generated in-house will allow the teachers to see where the students are beginning, and what areas that need to be emphasized in instruction. They will also be able to get results faster and implement changes as needed in a timely fashion.

Action Step 1 5

Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate.

Person Responsible

Chet Devarney

Schedule

Quarterly, from 8/1/2017 to 8/1/2018

Evidence of Completion

Results from the administration of the STAR and Study Island assessments.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review of results from the baselines, benchmarks and end of the year assessments with STAR and Study Island.

Person Responsible

Chet Devarney

Schedule

Quarterly, from 8/1/2017 to 5/24/2018

Evidence of Completion

Data from the administration of the STAR and baselines, benchmarks and end of the year assessments with Study Island.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Collect of data from Study Island and STAR math.

Person Responsible

Chet Devarney

Schedule

Quarterly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Reports from data monitoring meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M382716	Lesson plans will indicate standards and appropriate activities and assessments.	Devarney, Chet	8/1/2016	Checklist from reviewing lesson plans.	5/24/2017 quarterly
G1.MA2 M382711	Classroom walk through	Dodds, Bill	8/24/2017	Results from reading benchmark assessments from Study Island.	8/24/2017 biweekly
G1.B1.S1.A1 A358167	Teachers will attend professional development regarding use of the Strategic Instruction Model and...	Dodds, Bill	7/20/2017	Attendance rosters and lesson plans	5/1/2018 quarterly
G1.B1.S1.MA1 M382703	The principal will meet with the departments during the meetings to monitor progress.	Dodds, Bill	8/14/2017	Teacher evidence along with meeting notes.	5/18/2018 monthly
G1.B1.S1.MA1 M382704	Teachers will consistently demonstrate proficiency in delivering standards-based lessons...	Dodds, Bill	8/15/2016	Teacher sample of a standards based lesson plans and visual during administrative walk through times.	5/18/2018 weekly
G1.MA1 M382710	Study Island data of students using the LAFS portion of the program	Dodds, Bill	9/1/2017	Student data pulled from Study Island.	5/24/2018 quarterly
G1.B1.S1.A2 A358168	Purchase of study island and STAR to progress monitor and reinforce student knowledge of standards.	Dodds, Bill	8/14/2017	Student data (ribbons) for study island	5/24/2018 weekly
G2.B3.S1.MA1 M382714	Collect of data from Study Island and STAR math.	Devarney, Chet	8/24/2017	Reports from data monitoring meetings.	5/24/2018 quarterly
G2.B3.S1.MA1 M382715	Review of results from the baselines, benchmarks and end of the year assessments with STAR and...	Devarney, Chet	8/1/2017	Data from the administration of the STAR and baselines, benchmarks and end of the year assessments with Study Island.	5/24/2018 quarterly
G2.B3.S1.A1 A358172	Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year...	Devarney, Chet	8/1/2017	Results from the administration of the STAR and Study Island assessments.	8/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Prepare all students for proficiency in English and Language Arts - Reading.

G1.B1 Teacher organization of the LAFS

G1.B1.S1 Teachers will attend professional development on the use of aligning and implementing the LAFS curriculum.

PD Opportunity 1

Teachers will attend professional development regarding use of the Strategic Instruction Model and how to break down the LAFS.

Facilitator

William Dodds

Participants

ELA teachers

Schedule

Quarterly, from 7/20/2017 to 5/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will attend professional development regarding use of the Strategic Instruction Model and how to break down the LAFS.				\$0.00
2	G1.B1.S1.A2	Purchase of study island and STAR to progress monitor and reinforce student knowledge of standards.				\$4,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5005 - Sebastian Charter Junior High School	School Improvement Funds		\$4,300.00
<i>Notes: Funding from both School Improvement funds and the general fund.</i>						
3	G2.B3.S1.A1	Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate.				\$4,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	5005 - Sebastian Charter Junior High School	School Improvement Funds		\$4,300.00
<i>Notes: Both school improvement funds and funding from the general fund will be utilized</i>						
					Total:	\$8,600.00