

Sebastian Charter Junior High School



2014-15 School Improvement Plan

Sebastian Charter Junior High School

782 WAVE ST, Sebastian, FL 32958

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

Yes

Minority

37%

School Grades History

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of 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.

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:

- 1.a small school environment;
- 2.community service projects;
- 3.an emphasis on reading and math skills;
- 4.parent and community involvement;
- 5.an education that is meaningful to each student;
- 6.dedicated teachers who care and work hard regardless of the work and salary; and
- 7.teachers who are active participants in the decisions that effect their classrooms and students.

School Environment

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 (school of choice) with a population of 265 students. Before students are accepted to the school they have to do a small group interview with the principal and take a tour of the facility. During this interview with the student and his/her parents the principal learns more about each students' culture 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.

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

SCJH is a school that provides Character Education to every student in every grade. The students are taught how to handle themselves socially and emotionally. There is zero tolerance for bullying and positive reinforcement is built into the school's procedures. The faculty at SCJH takes much pride in greeting every student at the door with a smile and at times a hand shake. All students are expected to treat this school as their home away from home.

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 are to use in a disciplinary situation. 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, call home, afterschool detention, in-school suspension, or even out of school suspension.

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

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 because there is not a fulltime guidance counselor on staff. Many students will use our resource teacher or a teacher that they feel comfortable with to talk to. Some students even feel comfortable enough to talk with the administration which could be attributed to the sit down interview that is required prior to acceptance at the school. 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. The school has a district provided psychologist that visits the school once a week. In addition the City of Sebastian provides a school resource officer that visits with the students frequently and teaches DARE & GREAT to the students.

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

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
	5	6	7	8	
Attendance below 90 percent	2	6	1	6	15
One or more suspensions	1	0	2	9	12
Course failure in ELA or Math	0	1	0	1	2
Level 1 on statewide assessment	2	18	27	23	70

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

Indicator	Grade Level			Total
	5	6	8	
Students exhibiting two or more indicators	1	2	3	6

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

Fortunately SCJH only has 6 students exhibiting two or more early warning indicators which makes early intervention much more manageable. The MTSS team along with the administration and teachers of these students will 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 stay for after school tutoring, among other things.

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

All parents are required to attend 4 PTSO meetings throughout the school year and volunteer for the school a total of eight hours. SCJH also maintains a school website, facebook page, uses Blackboard Connect to keep parents informed and requires students use a folder (Eagle Folder) which is strictly for communication with the parents. Another important tool for communication is the student planner system which has to be signed and checked by the parents nightly.

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, Sebastian Rotary, Lion's Club, and many community members volunteer as yearly judges at our schoolwide Science Fair. SCJH is also willing to share its newly constructed facilities with organizations/groups within the immediate community that would be interested in doing so.

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
Mcadams, Martha	Principal
Taylor, Alison	Assistant Principal

Duties

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 statues 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 and trouble shoot teacher needs whether it be curriculum related or issues dealing with student behavior. The assistant principal will refer to the principal for any manners that may need more assistance or guidance. The assistant principal is in charge of student discipline and providing the teacher's with data on their students. The assistant principal also works to maintain the 'open door policy' at SCJH by working closely with parents and students with regards to all issues. In the principal's absence, the assistant principal fills in and attends any local or state meetings that pertain to the success of SCJH.

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, that is a working budget which is reviewed at least bimonthly, 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. It must be noted that this is not done without 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 upcoming school year. Teachers at SCJH email and meet quite frequently to analyze their teaching practices as well as the after school services that our school offers and collectively make decisions that maximize student outcomes.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amy Banov	Business/Community
John Moyer	Business/Community
Amy Speak	Business/Community
Kathryn Barton	Business/Community
Susan Flatley	Business/Community
Shawna Stout	Business/Community
Martha McAdams	Principal
Alison Taylor	Principal

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 Board of Directors/SAC approves the School Improvement Plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

No

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Mcadams, Martha	Principal
Taylor, Alison	Assistant Principal
Durand, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

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

SCJH uses Tuesday afternoons for Professional development or staff/department meetings. For the 2014-2015 school year the staff will meet every 3 weeks to discuss operational issues and student issues. On Tuesday twice a month the teachers will have department meetings and at least once a month the teachers will have grade level meetings. Along with 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 set a side one day a month for a shortened student schedule allowing time for teachers to participate in professional development.

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

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.

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

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**

All teacher's are required to submit weekly lesson plan that have the Florida Based Standards on them. The school also encourages teachers to utilize CPalms and communicate with each other or the administration when there are questions regarding the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

SCJH pays for the use of Performance Matters through the district and also subscribes to Study Island for data collection and measurement. Once data has been analyzed the teachers then create lessons geared towards advancement. Unlike other middle schools, SCJH uses the Strategic Instruction Model schoolwide which is a system of instruction that teaches students how to learn. Many rules and procedures have been put in place to teach students how to be more organized which leads to better learners.

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 increase student achievement. Some of the activities include math tutoring for all grades two times a week, book battle club, National Junior Honor Society, Newspaper Club, Language Arts assistance, Science Fair Help, Yearbook, LEGO/Invention Club, drama, art club, Chorus, study hall, Orff ensemble, and intermediate instruments.

Strategy Rationale

SCJH works to foster a family atmosphere within 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 to increase academic achievement in subjects that offer tutoring and teachers do offer help even if it is not listed as an after school activity. SCJH also feels that students who are involved with music, art and sports tend to take more pride in their school work.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Alison, altaylor@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/FSA/FCAT data as well as benchmarks to determine student achievement. All teachers providing the after school activity know to report to administration any growth or decline in students participating in after school programs.

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

N/A

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

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.

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 computers/typing, Computer Aided Design, Character Development, and STEM (Science, Technology, Engineering & Math). All teachers are incorporating Florida Based Standards 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 them.

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

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.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students scoring at achievement level 3 or higher in science.
- G2.** Prepare all students for the new FSA assessments in reading and writing.
- G3.** Increased parental involvement at SCJH
- G4.** Increase use of technology/computers at SCJH

Strategic Goals Detail

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

G1. Increase the number of students scoring at achievement level 3 or higher in science. 1a

G036016

Targets Supported 1b

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

FCAT 2.0 Science Proficiency

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Scheduling of laptop cart as well as troubleshooting ability when using laptops
- Student understanding of the scientific method

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Alison Taylor

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Meeting notes and student data.

Plan to Monitor Progress Toward G1. 8

Student benchmark data using study island will be collected quarterly

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 10/22/2014 to 6/1/2015

Evidence of Completion

Student improvement on each benchmark and success on the 2015 Science FCAT.

G2. Prepare all students for the new FSA assessments in reading and writing. 1a

G036017

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - Hispanic	65.0
ELA/Reading Lowest 25% Gains	
ELA/Reading Gains	

Resources Available to Support the Goal 2

- Classroom set of Chrome Books
- Curriculum Associates workbooks that teach the LAFS
- Increased use of computers in LA arts and reading classes
- Teaching all students the inference strategy

Targeted Barriers to Achieving the Goal 3

- Student understanding of the new LAFS
- Student fluency with Chromebooks.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Marvel Nolan

Schedule

Every 2 Months, from 9/1/2014 to 4/6/2015

Evidence of Completion

Student data pulled from Study Island

Plan to Monitor Progress Toward G2. 8

Student proficiency on writing prompts

Person Responsible

Susan Durand

Schedule

Every 2 Months, from 10/1/2014 to 4/1/2015

Evidence of Completion

Writing prompts will be given and graded by the LA teachers throughout the year and 8th grade students will utilize 3 writing prompts from Write Scores.

G3. Increased parental involvement at SCJH 1a

G036018

Targets Supported 1b

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

Resources Available to Support the Goal 2

- PTSO (Parent Teacher Student Organization)

Targeted Barriers to Achieving the Goal 3

- 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 G3. 8

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

Person Responsible

Martha Mcadams

Schedule

Weekly, from 8/15/2014 to 6/12/2015

Evidence of Completion

An increase of volunteer hours at the end of the 2015 school year in comparison to the 2014 school year.

G4. Increase use of technology/computers at SCJH 1a

G036019

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	73.0
Algebra I EOC Pass Rate	
ELA/Reading Gains	
Math Gains	

Resources Available to Support the Goal 2

- A classroom set of laptops.
- Electronic White Boards in every classroom.
- Sound Systems in every classroom.
- 2 Classroom sets of Chrome Books

Targeted Barriers to Achieving the Goal 3

- Basic computer troubleshooting & knowledge of classroom technology.

Plan to Monitor Progress Toward G4. 8

Teacher use of laptops and classroom technology.

Person Responsible

Alison Taylor

Schedule

On 6/5/2015

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.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase the number of students scoring at achievement level 3 or higher in science. **1**

 G036016

G1.B1 Scheduling of laptop cart as well as troubleshooting ability when using laptops **2**

 B086215

G1.B1.S1 All science teachers will be trained by the IT person basic trouble shooting when using the laptops to avoid delays in instruction. **4**

 S096946

Strategy Rationale

Action Step 1 **5**

A short IT training of basic computer functions and laptop issues (ongoing).

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Less phone calls from teachers asking for help with the laptops and more teacher participation using the laptops.

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

A short IT training of basic computer functions and laptop issues (ongoing).

Person Responsible

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

On a monthly basis the assistant principal will be monitoring the teachers for their understanding and willingness to use the mobile laptop cart and will also check in with the IT person (Mr. Hal McAdams). It will also be placed as an agenda on an as needed basis to review any IT questions the staff may have.

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

Use of laptops in science class.

Person Responsible

Alison Taylor


Schedule

Quarterly, from 9/1/2014 to 6/1/2015


Evidence of Completion

Teacher surveys of their laptop use and willingness to use laptops with their students at the beginning of the school year. and then the same survey revisited at the end of each nine weeks.

G1.B3 Student understanding of the scientific method 2

 B086217

G1.B3.S1 Providing instruction of the scientific method to all students. 4

 S096948

Strategy Rationale

Action Step 1 5

Providing instruction of the scientific method to all students.

Person Responsible

Alison Taylor

Schedule

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

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 6

Every student will participate in creating a science fair project.

Person Responsible

Alison Taylor

Schedule

On 2/1/2015

Evidence of Completion

Completed science fair projects.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

FCAT and Study Island benchmark data

Person Responsible

Alison Taylor

Schedule

On 5/22/2015


Evidence of Completion

Data reports from Study Island along with FCAT results.


G2. Prepare all students for the new FSA assessments in reading and writing. 1

 G036017

G2.B1 Student understanding of the new LAFS 2

 B086218

G2.B1.S1 Students will write to a variety of prompts provided by the LA and Reading teachers, which will model the new expectations of the LAFS 4

 S096950

Strategy Rationale

Students are addressed with a completely different reading and writing assessment from the state this year and need to be taught the new standards in order to be prepared for their annual assessment.

Action Step 1 5

Students will write to a variety of prompts constructed by the LA and Reading teachers

Person Responsible

Susan Durand

Schedule

Every 2 Months, from 9/1/2014 to 5/1/2015

Evidence of Completion

Students will now write prompts that utilize the new LAFS and mirror the FSA practice test

Action Step 2 5

LA and Reading teachers will meet biweekly to address and concerns with teaching the new standards

Person Responsible

Susan Durand

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teachers will provide the principal with meeting notes and any needs that the LA/Reading Department have

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

Teachers will be asked to provide the prompts that they are using with the students and the data that they obtain from the students

Person Responsible

Alison Taylor

Schedule

Quarterly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student data from writing prompts and department meeting notes

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

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

Person Responsible

Martha Mcadams


Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

student and teacher evidence along with meeting notes. Success on the 2015 FSAs.

G2.B1.S2 LA teacher and students will obtain immediate feedback from a data driven program Write Scores in preparation for their FCAT Writes. 4

 S096951

Strategy Rationale

The teachers and students will receive necessary feedback to prepare for the new FSA's that students will be taking in the spring.

Action Step 1 5

Students will write using the Write Scores and obtain feedback.

Person Responsible

Susan Durand

Schedule

Every 2 Months, from 11/1/2014 to 2/28/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The assistant principal will receive a copy of all data sent from the Write Scores company

Person Responsible

Alison Taylor

Schedule

Every 2 Months, from 10/1/2014 to 2/28/2015

Evidence of Completion

Data provided from Write Scores

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student results of 2015 FSA

Person Responsible

Martha Mcadams

Schedule

Quarterly, from 10/1/2014 to 3/2/2015


Evidence of Completion

Students' writing prompts should show scoring improvement throughout the school year as well as data from the writing portion of the FSA


G3. Increased parental involvement at SCJH 1

 G036018

G3.B1 Communication regarding when and how parents can contribute volunteer hours 2

 B086221

G3.B1.S1 Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer. 4

 S096954

Strategy Rationale

Action Step 1 5

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

Person Responsible

Martha Mcadams

Schedule

Weekly, from 8/15/2014 to 6/12/2015

Evidence of Completion

Receiving the weekly e-blast

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

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

Person Responsible

Martha Mcadams

Schedule

Weekly, from 8/15/2014 to 6/13/2015

Evidence of Completion

Receipt of the weekly e-blast on school email.

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

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

Person Responsible

Martha Mcadams

Schedule

Weekly, from 8/15/2014 to 6/12/2015

Evidence of Completion

Printing out and filing of weekly e-blasts.

G4. Increase use of technology/computers at SCJH 1

G036019

G4.B2 Basic computer troubleshooting & knowledge of classroom technology. 2

B086224

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. 4

S096956

Strategy Rationale

To assist and train teachers and students to be more proficient with their computer usage which will lead to less classroom delays.

Action Step 1 5

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

Person Responsible

Alison Taylor

Schedule

Monthly, from 8/11/2014 to 6/12/2015

Evidence of Completion

Minutes from staff meetings and teacher surveys.

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

Teacher use of laptops and classroom technology.

Person Responsible

Alison Taylor

Schedule

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

Evidence of Completion

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

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

Teacher use of laptops and classroom technology.

Person Responsible

Alison Taylor

Schedule

On 6/5/2015

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.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	A short IT training of basic computer functions and laptop issues (ongoing).		8/18/2014	Less phone calls from teachers asking for help with the laptops and more teacher participation using the laptops.	6/1/2015 daily
G1.B3.S1.A1	Providing instruction of the scientific method to all students.	Taylor, Alison	9/5/2014	Every student will have created a logbook, science board, and research paper. Some students will participate in the school based science fair.	5/29/2015 monthly
G2.B1.S1.A1	Students will write to a variety of prompts constructed by the LA and Reading teachers	Durand, Susan	9/1/2014	Students will now write prompts that utilize the new LAFS and mirror the FSA practice test	5/1/2015 every-2-months
G2.B1.S2.A1	Students will write using the Write Scores and obtain feedback.	Durand, Susan	11/1/2014	Students are writing prompts and teacher and students are receiving guidance on how to make improvements.	2/28/2015 every-2-months
G3.B1.S1.A1	Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.	Mcadams, Martha	8/15/2014	Receiving the weekly e-blast	6/12/2015 weekly
G4.B2.S1.A1	Providing teacher training on laptops and classroom technology throughout the school year.	Taylor, Alison	8/11/2014	Minutes from staff meetings and teacher surveys.	6/12/2015 monthly
G2.B1.S1.A2	LA and Reading teachers will meet biweekly to address and concerns with teaching the new standards	Durand, Susan	9/1/2014	Teachers will provide the principal with meeting notes and any needs that the LA/Reading Department have	6/1/2015 biweekly
G1.MA1	FCAT and study island data that shows students' improved understanding of the scientific method.	Taylor, Alison	8/18/2014	Meeting notes and student data.	5/29/2015 quarterly
G1.MA2	Student benchmark data using study island will be collected quarterly	Nolan, Marvel	10/22/2014	Student improvement on each benchmark and success on the 2015 Science FCAT.	6/1/2015 quarterly
G1.B1.S1.MA1	Use of laptops in science class.	Taylor, Alison	9/1/2014	Teacher surveys of their laptop use and willingness to use laptops with their students at the beginning of the school year. and then the same survey	6/1/2015 quarterly

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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
				revisited at the end of each nine weeks.	
G1.B1.S1.MA1	A short IT training of basic computer functions and laptop issues (ongoing).		9/1/2014	On a monthly basis the assistant principal will be monitoring the teachers for their understanding and willingness to use the mobile laptop cart and will also check in with the IT person (Mr. Hal McAdams). It will also be placed as an agenda on an as needed basis to review any IT questions the staff may have.	6/1/2015 monthly
G1.B3.S1.MA1	FCAT and Study Island benchmark data	Taylor, Alison	9/15/2014	Data reports from Study Island along with FCAT results.	5/22/2015 one-time
G1.B3.S1.MA1	Every student will participate in creating a science fair project.	Taylor, Alison	9/5/2014	Completed science fair projects.	2/1/2015 one-time
G2.MA1	Study Island data of students using the LAFS portion of the program	Nolan, Marvel	9/1/2014	Student data pulled from Study Island	4/6/2015 every-2-months
G2.MA2	Student proficiency on writing prompts	Durand, Susan	10/1/2014	Writing prompts will be given and graded by the LA teachers throughout the year and 8th grade students will utilize 3 writing prompts from Write Scores.	4/1/2015 every-2-months
G2.B1.S1.MA1	The principal will meet with the departments during the meetings to monitor progress	Mcadams, Martha	9/1/2014	student and teacher evidence along with meeting notes. Succeeds on the 2015 FSAs.	6/1/2015 biweekly
G2.B1.S1.MA1	Teachers will be asked to provide the prompts that they are using with the students and the data that they obtain from the students	Taylor, Alison	10/1/2014	Student data from writing prompts and department meeting notes	6/1/2015 quarterly
G2.B1.S2.MA1	Student results of 2015 FSA	Mcadams, Martha	10/1/2014	Students' writing prompts should show scoring improvement throughout the school year as well as data from the writing portion of the FSA	3/2/2015 quarterly
G2.B1.S2.MA1	The assistant principal will receive a copy of all data sent from the Write Scores company	Taylor, Alison	10/1/2014	Data provided from Write Scores	2/28/2015 every-2-months
G3.MA1	Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.	Mcadams, Martha	8/15/2014	An increase of volunteer hours at the end of the 2015 school year in comparison to the 2014 school year.	6/12/2015 weekly
G3.B1.S1.MA1	Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.	Mcadams, Martha	8/15/2014	Printing out and filing of weekly e-blasts.	6/12/2015 weekly
G3.B1.S1.MA1	Provide a weekly e-blast (email newsletter) that informs parents of upcoming events and opportunities to volunteer.	Mcadams, Martha	8/15/2014	Receipt of the weekly e-blast on school email.	6/13/2015 weekly
G4.MA1	Teacher use of laptops and classroom technology.	Taylor, Alison	8/18/2014	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.	6/5/2015 one-time
G4.B2.S1.MA1	Teacher use of laptops and classroom technology.	Taylor, Alison	8/18/2014	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.	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.MA1	Teacher use of laptops and classroom technology.	Taylor, Alison	8/25/2014	Using student laptops in the classroom and using classroom technology efficiently.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Scheduling of laptop cart as well as troubleshooting ability when using laptops

G1.B1.S1 All science teachers will be trained by the IT person basic trouble shooting when using the laptops to avoid delays in instruction.

PD Opportunity 1

A short IT training of basic computer functions and laptop issues (ongoing).

Facilitator

Mr. Hal Mc Adams or Barbara Reese

Participants

Science Teachers and SCJH Staff

Schedule

Daily, from 8/18/2014 to 6/1/2015

G2. Prepare sll students for the new FSA assessments in reading and writing.

G2.B1 Student understanding of the new LAFS

G2.B1.S1 Students will write to a variety of prompts provided by the LA and Reading teachers, which will model the new expectations of the LAFS

PD Opportunity 1

LA and Reading teachers will meet biweekly to address and concerns with teaching the new standards

Facilitator

SCJH Teachers

Participants

SCJH Teachers

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

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

Schedule

Monthly, from 8/11/2014 to 6/12/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Prepare sll students for the new FSA assessments in reading and writing.	2,500
Grand Total	2,500

Goal 2: Prepare sll students for the new FSA assessments in reading and writing.

Description	Source	Total
B1.S2.A1	General Fund	2,500
Total Goal 2		2,500