

School District of Indian River County

Sebastian Charter Junior High School



2015-16 School Improvement Plan

Sebastian Charter Junior High School

782 WAVE ST, Sebastian, FL 32958

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	36%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary 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.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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;
- 7.teachers call home and discuss issues with parents; and
- 8..teachers who are active participants in the decisions that affect 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 (public school of choice) with a population of 286 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 student's 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.

SCJH offers many after school activities where students develop a closer rapport with the students and can learn more about their cultures and family backgrounds. School dances are also a time for teachers and staff to learn more about the student's culture and build relationships with the students. SCJH faculty meets on a weekly basis and spends time speaking about issues that involve students. This gives teachers the ability to share information about the students, their backgrounds, and family issues which might affect their academics.

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 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 handshake. All students are expected to treat SCJH 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, a 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 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 Eagle Tickets and positive referrals that give special recognition to students from the principal or assistant principal for making good choices. The protocols for the discipline and the merit system are written out in the student planners and are reviewed with each student at the beginning of the school year. In addition, different rules are highlighted during the morning announcements each day.

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. 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. In addition, the City of Sebastian provides a school resource officer that visits with the students frequently and teaches Drug Awareness & Resistance Education (DARE) and Gang Resistance Education and Training (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

SCJH utilizes information from the FOCUS information system and from Performance Matters 2 (PM2) 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 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	5	13	12	5	35
One or more suspensions	1	2	4	1	8
Course failure in ELA or Math	0	0	2	5	7
Level 1 on statewide assessment	7	7	12	13	39

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	5	4	10

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 10 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 participate in after school and home-based tutoring, academic guidance, behavioral counseling, and one-on-one mentoring sessions, 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, eBlasts (our weekly email newsletter to parents), FOCUS messaging, and 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 school-wide 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:

Name	Title
Mcadams, Martha	Principal
Nolan, Marvel	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 matters 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. The assistant principal is also responsible for coordination of the assessment process.

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 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. Teachers also run the after-school services that our school offers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Banov	Business/Community
John Moyer	Business/Community
Amy Speak	Business/Community
Kathryn Barton	Business/Community
Susan Flatley	Business/Community
Martha McAdams	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 reviews the School Improvement Plan.

Development of this school improvement plan

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

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.

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

- Write Score, 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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
McAdams, Martha	Principal
Durand, Susan	Teacher, K-12
Nolan, Marvel	Assistant Principal

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 2015-16 school year, the staff will meet every 2 weeks to discuss operational issues and student issues. On Tuesday once a month, the teachers will have department meetings and once a month the teachers will have grade level meetings or department 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 teacher involvement in the decision making process. 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 for certification, renewal of certificates or for degree- seeking.

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 pairing is usually based on the subject that the teachers teach.. 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.

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 plans 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. When ordering materials or textbooks, the administration reviews the materials with the teachers to make sure they are in alignment with the Florida 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 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, social studies, 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 supports to ELL and ESE students or unidentified students who are struggling academically. SCJH uses the Strategic Instruction Model 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 a remedial reading class.

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 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, Chorus, Drama, Art/Anime, and LEGO club.

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 school to increase academic achievement in subjects that offer tutoring. Teachers also offer help even if it is not listed as an after-school activity. SCJH also feels that students who are involved in 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

Nolan, Marvel , mnolan@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

SCJH has parent meetings and Open Houses to introduce our school to interested students and parents. We have small group interviews where we review the history, curriculum, uniforms and procedures that are utilized by the school for all incoming students and parents. Our fifth and sixth grade students are given time to review and discuss the school procedures prior to having consequences for violations of rules.

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.

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

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. 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 offers STEM (Science, technology, engineering and mathematics) courses which include information about careers as part of the curriculum. 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, Research and STEM (Science, Technology, Engineering & Math). 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.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 English and Language Arts - Writing.
- G3.** Prepare all students for proficiency in Mathematics.

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

G070345

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	73.0
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- Department set of Chromebooks
- Class set of reading workbooks that offer resources for teachers regarding the LAFS
- Increased use of computers 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 use of CPALMS

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of the new LAFS
- Reading or LA lessons and activities built around the use of technology-enhanced assessment questions
- Student fluency with Chromebooks.
- Lack of student data about LAFS

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Marvel Nolan

Schedule

Every 2 Months, from 8/24/2015 to 6/7/2016

Evidence of Completion

Student data pulled from Study Island.

Plan to Monitor Progress Toward G1. 8

Student proficiency on benchmarks 2 and 3

Person Responsible

Susan Durand

Schedule

Every 2 Months, from 8/24/2016 to 8/24/2016

Evidence of Completion

Results from reading benchmark assessments from Study Island.

G2. Prepare all students for proficiency in English and Language Arts - Writing. 1a

 G070346

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Write Score prompts and scoring through computer generated assessments
- Teaching all students the sentence writing strategy

Targeted Barriers to Achieving the Goal 3

- Writing lessons and activities built around the use of technology.
- Student fluency with chromebooks
- Lack of student data from LAFS writing

Plan to Monitor Progress Toward G2. 8

Teachers will self-report use of computers in the classrooms and computer related activities at department meetings.

Person Responsible

Martha Mcadams

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Notes and attendance sheets from department meetings with teachers indicating an increase of the use of computer based activities in the classroom.

G3. Prepare all students for proficiency in Mathematics. 1a

G070347

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	73.0

Resources Available to Support the Goal 2

- Department set of Chrome books
- Electronic White 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 PALMS

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of the new math standards
- Lack of math lessons and activities build around the use of technology enhanced assessment questions
- Student fluency with Chromebooks
- Lack of student data about FSA math

Plan to Monitor Progress Toward G3. 8

Lesson plans will indicate standards and appropriate activities and assessments.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

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**

 G070345

G1.B1 Teacher understanding of the new LAFS **2**

 B183171

G1.B1.S1 Teachers will attend professional development on the use of CPALMS and how to break down the new LAFS. **4**

 S194919

Strategy Rationale

Teachers need to be familiar with the new LAFS in order to offer appropriate instruction, learning activities and assessments for students.

Action Step 1 **5**

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

Person Responsible

Martha Mcadams

Schedule

Quarterly, from 8/24/2015 to 5/1/2016

Evidence of Completion

Attendance rosters and lesson plans

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

Teachers will turn into the department chairperson an example of how they broke down a LAF standard after a training session with other department members.

Person Responsible

Susan Durand

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Examples of how teachers broke down standards at department meetings turned into the department chairman.

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

Martha Mcadams

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher evidence along with meeting notes.

G1.B1.S2 Teachers will attend department meetings where they will work together to break down standards and review the use of Course and Unit Organizers for planning. 4

 S194920

Strategy Rationale

Teachers will learn from each other how the standards fit together from one level to the next and see other professionals take on how to break down the standards.

Action Step 1 5

Teachers will attend department meetings.

Person Responsible

Susan Durand

Schedule

Monthly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Agenda and/or meeting notes.

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

Teachers will demonstrate use of CPLAMS and how to break down a standard at a department meeting. The Department Chairman will monitor for fidelity of the breaking down of the standard by rating on a scale of 1 to 5 how well the activity was done.

Person Responsible

Martha Mcadams

Schedule

Semiannually, from 8/17/2015 to 6/7/2016

Evidence of Completion

Copies of department meeting notes and attendance rosters.

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

Meetings with department chairs to report back on effectiveness of department meetings by giving a rating of 1-5 whether they felt the department meeting was productive and whether it assisted the teachers in understanding of the new LAFS.

Person Responsible

Martha Mcadams

Schedule

On 6/7/2016

Evidence of Completion

Notes and rosters from meetings with department chairs.

G1.B2 Reading or LA lessons and activities built around the use of technology-enhanced assessment questions 2

 B183172

G1.B2.S1 Use of Study Island to build technology enhanced assessment questions. 4

 S194921

Strategy Rationale

Technology-enhanced questions are part of the new FSA and students need to be more familiar with them. Teachers have difficulty developing these type of questions on their own. The use of Study Island will assist in this process.

Action Step 1 5

Provide teachers professional development in the use of Study Island software for reading/ language arts for 5th - 8th grades.

Person Responsible

Marvel Nolan

Schedule

On 8/21/2015

Evidence of Completion

Professional development roster

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

Review data from baseline and benchmark assessments during department meetings and then with the assistant principal or principal to monitor progress toward meeting proficiency on the benchmarks and to monitor that some computer enhanced questions were part of the benchmark assessment.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Copies of data and notes from reviewing baseline and benchmark assessments.

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

Review data from baseline and benchmark assessments.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Copies of data and notes from reviewing baseline and benchmark assessments.

G1.B3 Student fluency with Chromebooks. 2

B183173

G1.B3.S1 The school is purchasing 21 more chrome books to be utilized in all ELA classrooms and teachers will be encouraged to incorporate more lessons that require computer usage and typing skills.

4

S194922

Strategy Rationale

Since all students are now required to take reading assessments using the computer, the more we familiarize the students with them, the more comfortable they will be during assessments,

Action Step 1 5

Teachers will incorporate lessons that require computer usage and typing skills

Person Responsible

Susan Durand

Schedule

Quarterly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Teachers will self report at department meetings whether they have increased their use of lessons which require computer usage and typing skills.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review of teacher's lesson plans to see that they are utilizing lessons which require the use of computers.

Person Responsible

Martha Mcadams

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Checklist from reviewing lesson plans that indicate that teachers are utilizing computers in their lessons.

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

Results of the FSA at the end of the year.

Person Responsible

Marvel Nolan

Schedule

On 6/7/2016


Evidence of Completion

Review of data from the FSA reading assessment to measure student achievement.

G1.B4 Lack of student data about LAFS 2

 B183174

G1.B4.S1 Utilize data from Study Island for baseline, benchmark and end of the year assessments.
Utilize data from the STAR reading for baseline and end of the year assessments. 4

 S194924

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

Marvel Nolan

Schedule

Semiannually, from 8/17/2015 to 6/7/2016

Evidence of Completion

Results from the administration of the STAR and Study Island assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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

Person Responsible

Marvel Nolan

Schedule

Annually, from 8/17/2015 to 6/7/2016

Evidence of Completion

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

G2. Prepare all students for proficiency in English and Language Arts - Writing. 1

 G070346

G2.B2 Writing lessons and activities built around the use of technology. 2

 B183178

G2.B2.S1 Use of Study Island to build technology-enhanced assessment questions. 4

 S194926

Strategy Rationale

Technology-enhanced questions are part of the new FSA and students need to be more familiar with it. Teachers have difficulty developing these type of questions on their own. The use of Study Island will assist in this process.

Action Step 1 5

Provide teachers professional development in the use of Study Island software for reading/ language arts for 5th -8th grades.

Person Responsible

Marvel Nolan

Schedule

On 8/21/2015

Evidence of Completion

Professional development roster

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

Review data from baseline and benchmark assessments.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Copies of data and notes from reviewing baseline and benchmark assessments.

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

Review assessments with department members at department meetings.

Person Responsible

Susan Durand

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Notes and attendance sheets from department meetings.

G2.B3 Student fluency with chromebooks 2

B183179

G2.B3.S1 The school is purchasing 21 more chrome books to be utilized in all ELA classrooms and teachers will be encouraged to incorporate more lessons that require computer usage and typing skills.

4

S194927

Strategy Rationale

Since all students are now required to take reading assessments using the computer, the more we familiarize the students with them, the more comfortable they will be during assessments,

Action Step 1 5

Teachers will incorporate lessons that require computer usage and typing skills.

Person Responsible

Susan Durand

Schedule

Quarterly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Teachers will self report at department meetings whether they have increased their use of lessons which require computer usage and typing skills.

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

Teachers will self-report at department meetings about their use of the computers and typing skills.

Person Responsible

Susan Durand

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Notes from department meetings where teachers self-report.

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

Self-report at department meetings.

Person Responsible

Susan Durand

Schedule

Semiannually, from 8/24/2015 to 6/7/2016

Evidence of Completion

Notes and attendance sheets from department meetings.

G2.B4 Lack of student data from LAFS writing 2

 B183180

G2.B4.S1 Utilize data from Write Score for baseline, benchmark and end of the year assessments. 4

 S194928

Strategy Rationale

Utilizing data which is generated directly from student writing prompts will allow the teachers to see where the students are and what areas 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 Write Score assessments for baseline and benchmarks assessments as appropriate.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Results from the administration of the Write Score assessments.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

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

Person Responsible

Marvel Nolan

Schedule

Annually, from 8/17/2015 to 6/7/2016

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.B4.S1 7

Review results from Baselines, benchmarks and end of the year testing.

Person Responsible

Marvel Nolan

Schedule

On 6/7/2016

Evidence of Completion

Reports of data from the assessments.

G3. Prepare all students for proficiency in Mathematics. 1

G070347

G3.B1 Teacher understanding of the new math standards 2

B183181

G3.B1.S1 Teachers will attend professional development on the use of CPALMS and how to break down the new math standards. 4

S194929

Strategy Rationale

Teachers need to be familiar with the new math standards in order to offer appropriate instruction, plan learning activities and create assessments for students.

Action Step 1 5

Teachers will attend professional development regarding use of CPALMS and how to break down the new math standards.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Attendance rosters and lesson plans

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

Teachers will turn in lesson plans on a weekly basis with reference to the math standards which are being taught.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Copies of teachers lesson plans with math standards listed.

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

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

Person Responsible

Marvel Nolan


Schedule

Quarterly, from 8/17/2015 to 6/7/2016


Evidence of Completion

Meeting notes.

G3.B2 Lack of math lessons and activities build around the use of technology enhanced assessment questions 2

 B183182

G3.B2.S1 Use of Study Island to build technology-enhanced assessment questions. 4

 S194930

Strategy Rationale

Technology-enhanced questions are part of the new FSA and students need to be more familiar with them. Teachers have difficulty developing these type of questions on their own. The use of Study Island will assist in this process.

Action Step 1 5

Provide teachers professional development in the use of Study Island software for math for 5th-8th grades.

Person Responsible

Marvel Nolan

Schedule

On 6/7/2016

Evidence of Completion

Professional development roster

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

Review data from baseline and benchmark assessments.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Copies of data and notes from reviewing baseline and benchmark assessments.

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

Review of baseline and benchmark assessments.

Person Responsible

Marvel Nolan

Schedule

On 6/7/2016

Evidence of Completion

Report on data from baseline and benchmark assessments from Study Island.

G3.B3 Student fluency with Chromebooks 2

B183183

G3.B3.S1 Last year the school purchased chrome books to be utilized in math classrooms and teachers will be encouraged to incorporate more lessons that require computer usage and typing skills. 4

S194931

Strategy Rationale

Since all students are now required to take math assessments using the computer, the more we familiarize the students with them, the more comfortable they will be during assessments,

Action Step 1 5

Teachers will incorporate lessons that require computer usage and typing skills.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teachers will self-report at department meetings whether they have increased their use of lessons which require computer usage and typing skills.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will self-report at department meetings.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Department meeting notes and computer cart check out.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Results of the FSA math.

Person Responsible

Marvel Nolan

Schedule

On 6/7/2016

Evidence of Completion

Reports from review of data from the FSA math.

G3.B4 Lack of student data about FSA math 2

 B183184

G3.B4.S1 Utilize data from Study Island for baseline, benchmark and end of the year assessments.
Utilize data from the STAR math for baseline and end of the year assessments. 4

 S194932

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

Marvel Nolan

Schedule

Semiannually, from 8/17/2015 to 6/7/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

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

Person Responsible

Marvel Nolan

Schedule

Annually, from 8/17/2015 to 6/7/2016

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 G3.B4.S1 7

Collect of data from Study Island and STAR math.

Person Responsible

Marvel Nolan

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Reports from data monitoring meetings.

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	Teachers will attend professional development regarding use of CPALMS and how to break down the LAFS.	McAdams, Martha	8/24/2015	Attendance rosters and lesson plans	5/1/2016 quarterly
G1.B1.S2.A1	Teachers will attend department meetings.	Durand, Susan	9/1/2015	Agenda and/or meeting notes.	6/7/2016 monthly
G1.B2.S1.A1	Provide teachers professional development in the use of Study Island software for reading/language arts for 5th - 8th grades.	Nolan, Marvel	8/17/2015	Professional development roster	8/21/2015 one-time
G1.B3.S1.A1	Teachers will incorporate lessons that require computer usage and typing skills	Durand, Susan	9/21/2015	Teachers will self report at department meetings whether they have increased their use of lessons which require computer usage and typing skills.	6/7/2016 quarterly

Indian River - 5005 - Sebastian Charter Junior High School - 2015-16 SIP
Sebastian Charter Junior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate.	Nolan, Marvel	8/17/2015	Results from the administration of the STAR and Study Island assessments	6/7/2016 semiannually
G2.B2.S1.A1	Provide teachers professional development in the use of Study Island software for reading/language arts for 5th -8th grades.	Nolan, Marvel	8/17/2015	Professional development roster	8/21/2015 one-time
G2.B3.S1.A1	Teachers will incorporate lessons that require computer usage and typing skills.	Durand, Susan	9/21/2015	Teachers will self report at department meetings whether they have increased their use of lessons which require computer usage and typing skills.	6/7/2016 quarterly
G2.B4.S1.A1	Administration of Write Score assessments for baseline and benchmarks assessments as appropriate.	Nolan, Marvel	8/17/2015	Results from the administration of the Write Score assessments.	6/7/2016 quarterly
G3.B1.S1.A1	Teachers will attend professional development regarding use of CPALMS and how to break down the new math standards.	Nolan, Marvel	8/17/2015	Attendance rosters and lesson plans	6/7/2016 quarterly
G3.B2.S1.A1	Provide teachers professional development in the use of Study Island software for math for 5th -8th grades.	Nolan, Marvel	8/17/2015	Professional development roster	6/7/2016 one-time
G3.B3.S1.A1	Teachers will incorporate lessons that require computer usage and typing skills.	Nolan, Marvel	8/24/2015	Teachers will self-report at department meetings whether they have increased their use of lessons which require computer usage and typing skills.	6/7/2016 quarterly
G3.B4.S1.A1	Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate.	Nolan, Marvel	8/17/2015	Results from the administration of the STAR and Study Island assessments.	6/7/2016 semiannually
G1.MA1	Study Island data of students using the LAFS portion of the program	Nolan, Marvel	8/24/2015	Student data pulled from Study Island.	6/7/2016 every-2-months
G1.MA2	Student proficiency on benchmarks 2 and 3	Durand, Susan	8/24/2016	Results from reading benchmark assessments from Study Island.	8/24/2016 every-2-months
G1.B1.S1.MA1	The principal will meet with the departments during the meetings to monitor progress.	Mcadams, Martha	8/24/2015	Teacher evidence along with meeting notes.	6/7/2016 quarterly
G1.B1.S1.MA1	Teachers will turn into the department chairperson an example of how they broke down a LAF standard after a training session with other department members.	Durand, Susan	9/1/2015	Examples of how teachers broke down standards at department meetings turned into the department chairman.	6/7/2016 quarterly
G1.B2.S1.MA1	Review data from baseline and benchmark assessments.	Nolan, Marvel	8/24/2015	Copies of data and notes from reviewing baseline and benchmark assessments.	6/7/2016 quarterly
G1.B2.S1.MA1	Review data from baseline and benchmark assessments during department meetings and then with the assistant principal or principal to monitor progress toward meeting proficiency on the benchmarks and to monitor that some computer enhanced questions were part of the benchmark assessment.	Nolan, Marvel	9/1/2015	Copies of data and notes from reviewing baseline and benchmark assessments.	6/7/2016 quarterly
G1.B3.S1.MA1	Results of the FSA at the end of the year.	Nolan, Marvel	8/24/2015	Review of data from the FSA reading assessment to measure student achievement.	6/7/2016 one-time
G1.B3.S1.MA1	Review of teacher's lesson plans to see that they are utilizing lessons which require the use of computers.	Mcadams, Martha	8/24/2015	Checklist from reviewing lesson plans that indicate that teachers are utilizing computers in their lessons.	6/7/2016 quarterly

Indian River - 5005 - Sebastian Charter Junior High School - 2015-16 SIP
Sebastian Charter Junior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Review of results from the baselines, benchmarks and end of the year assessments with STAR and Study Island	Nolan, Marvel	8/17/2015	Data from the administration of the STAR and baselines, benchmarks and end of the year assessments with Study Island	6/7/2016 annually
G1.B1.S2.MA1	Meetings with department chairs to report back on effectiveness of department meetings by giving a rating of 1-5 whether they felt the department meeting was productive and whether it assisted the teachers in understanding of the new LAFS.	Mcadams, Martha	8/24/2015	Notes and rosters from meetings with department chairs.	6/7/2016 one-time
G1.B1.S2.MA1	Teachers will demonstrate use of CPLAMS and how to break down a standard at a department meeting. The Department Chairman will monitor for fidelity of the breaking down of the standard by rating on a scale of 1 to 5 how well the activity was done.	Mcadams, Martha	8/17/2015	Copies of department meeting notes and attendance rosters.	6/7/2016 semiannually
G2.MA1	Teachers will self-report use of computers in the classrooms and computer related activities at department meetings.	Mcadams, Martha	8/24/2015	Notes and attendance sheets from department meetings with teachers indicating an increase of the use of computer based activities in the classroom.	8/24/2015 weekly
G2.B2.S1.MA1	Review assessments with department members at department meetings.	Durand, Susan	8/24/2015	Notes and attendance sheets from department meetings.	6/7/2016 quarterly
G2.B2.S1.MA1	Review data from baseline and benchmark assessments.	Nolan, Marvel	9/1/2015	Copies of data and notes from reviewing baseline and benchmark assessments.	6/7/2016 quarterly
G2.B3.S1.MA1	Self-report at department meetings.	Durand, Susan	8/24/2015	Notes and attendance sheets from department meetings.	6/7/2016 semiannually
G2.B3.S1.MA1	Teachers will self-report at department meetings about their use of the computers and typing skills.	Durand, Susan	8/24/2015	Notes from department meetings where teachers self-report.	6/7/2016 quarterly
G2.B4.S1.MA1	Review results from Baselines, benchmarks and end of the year testing.	Nolan, Marvel	8/24/2015	Reports of data from the assessments.	6/7/2016 one-time
G2.B4.S1.MA1	Review of results from the baselines, benchmarks and end of the year assessments with STAR and Study Island.	Nolan, Marvel	8/17/2015	Data from the administration of the STAR and baselines, benchmarks and end of the year assessments with Study Island.	6/7/2016 annually
G3.MA1	Lesson plans will indicate standards and appropriate activities and assessments.	Nolan, Marvel	8/24/2015	Checklist from reviewing lesson plans.	6/7/2016 quarterly
G3.B1.S1.MA1	The assistant principal will meet with the departments during the meetings to monitor progress.	Nolan, Marvel	8/17/2015	Meeting notes.	6/7/2016 quarterly
G3.B1.S1.MA1	Teachers will turn in lesson plans on a weekly basis with reference to the math standards which are being taught.	Nolan, Marvel	8/17/2015	Copies of teachers lesson plans with math standards listed.	6/7/2016 quarterly
G3.B2.S1.MA1	Review of baseline and benchmark assessments.	Nolan, Marvel	8/24/2015	Report on data from baseline and benchmark assessments from Study Island.	6/7/2016 one-time
G3.B2.S1.MA1	Review data from baseline and benchmark assessments.	Nolan, Marvel	9/1/2015	Copies of data and notes from reviewing baseline and benchmark assessments.	6/7/2016 quarterly
G3.B3.S1.MA1	Results of the FSA math.	Nolan, Marvel	8/24/2015	Reports from review of data from the FSA math.	6/7/2016 one-time
G3.B3.S1.MA1	Teachers will self-report at department meetings.	Nolan, Marvel	8/24/2015	Department meeting notes and computer cart check out.	6/7/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1	Collect of data from Study Island and STAR math.	Nolan, Marvel	8/24/2015	Reports from data monitoring meetings.	6/7/2016 quarterly
G3.B4.S1.MA1	Review of results from the baselines, benchmarks and end of the year assessments with STAR and Study Island.	Nolan, Marvel	8/17/2015	Data from the administration of the STAR and baselines, benchmarks and end of the year assessments with Study Island.	6/7/2016 annually

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

G1.B1 Teacher understanding of the new LAFS

G1.B1.S1 Teachers will attend professional development on the use of CPALMS and how to break down the new LAFS.

PD Opportunity 1

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

Facilitator

Marvel Nolan/Martha McAdams/Susi Durand

Participants

ELA teachers

Schedule

Quarterly, from 8/24/2015 to 5/1/2016

G1.B1.S2 Teachers will attend department meetings where they will work together to break down standards and review the use of Course and Unit Organizers for planning.

PD Opportunity 1

Teachers will attend department meetings.

Facilitator

Susi Durand

Participants

ELA department members

Schedule

Monthly, from 9/1/2015 to 6/7/2016

G1.B2 Reading or LA lessons and activities built around the use of technology-enhanced assessment questions

G1.B2.S1 Use of Study Island to build technology enhanced assessment questions.

PD Opportunity 1

Provide teachers professional development in the use of Study Island software for reading/language arts for 5th - 8th grades.

Facilitator

Marvel Nolan

Participants

SCJH ELA teachers

Schedule

On 8/21/2015

G2. Prepare all students for proficiency in English and Language Arts - Writing.

G2.B2 Writing lessons and activities built around the use of technology.

G2.B2.S1 Use of Study Island to build technology-enhanced assessment questions.

PD Opportunity 1

Provide teachers professional development in the use of Study Island software for reading/language arts for 5th -8th grades.

Facilitator

Marvel Nolan

Participants

SCJH ELA teachers

Schedule

On 8/21/2015

G3. Prepare all students for proficiency in Mathematics.

G3.B1 Teacher understanding of the new math standards

G3.B1.S1 Teachers will attend professional development on the use of CPALMS and how to break down the new math standards.

PD Opportunity 1

Teachers will attend professional development regarding use of CPALMS and how to break down the new math standards.

Facilitator

Marvel Nolan/Martha McAdams/Susi Durand

Participants

Math teachers

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

G3.B2 Lack of math lessons and activities build around the use of technology enhanced assessment questions

G3.B2.S1 Use of Study Island to build technology-enhanced assessment questions.

PD Opportunity 1

Provide teachers professional development in the use of Study Island software for math for 5th -8th grades.

Facilitator

Marvel Nolan

Participants

SCJH Math teachers

Schedule

On 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend professional development regarding use of CPALMS and how to break down the LAFS.				\$0.00
2	G1.B1.S2.A1	Teachers will attend department meetings.				\$0.00
3	G1.B2.S1.A1	Provide teachers professional development in the use of Study Island software for reading/language arts for 5th - 8th grades.				\$1,618.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	690-Computer Software	5005 - Sebastian Charter Junior High School	General Fund		\$1,618.00
4	G1.B3.S1.A1	Teachers will incorporate lessons that require computer usage and typing skills				\$0.00
5	G1.B4.S1.A1	Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate.				\$1,302.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	690-Computer Software	5005 - Sebastian Charter Junior High School	General Fund		\$1,302.00
6	G2.B2.S1.A1	Provide teachers professional development in the use of Study Island software for reading/language arts for 5th -8th grades.				\$0.00
7	G2.B3.S1.A1	Teachers will incorporate lessons that require computer usage and typing skills.				\$0.00
8	G2.B4.S1.A1	Administration of Write Score assessments for baseline and benchmarks assessments as appropriate.				\$4,509.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	690-Computer Software	5005 - Sebastian Charter Junior High School	General Fund		\$4,509.00
9	G3.B1.S1.A1	Teachers will attend professional development regarding use of CPALMS and how to break down the new math standards.				\$0.00
10	G3.B2.S1.A1	Provide teachers professional development in the use of Study Island software for math for 5th -8th grades.				\$1,801.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	690-Computer Software	5005 - Sebastian Charter Junior High School	General Fund		\$1,801.00

Budget Data						
11	G3.B3.S1.A1	Teachers will incorporate lessons that require computer usage and typing skills.				\$0.00
12	G3.B4.S1.A1	Administration of STAR and Study Island assessments for baseline, benchmarks and end of the year assessments as appropriate.				\$1,302.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	690-Computer Software	5005 - Sebastian Charter Junior High School	General Fund		\$1,302.00
					Total:	\$10,532.00