



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

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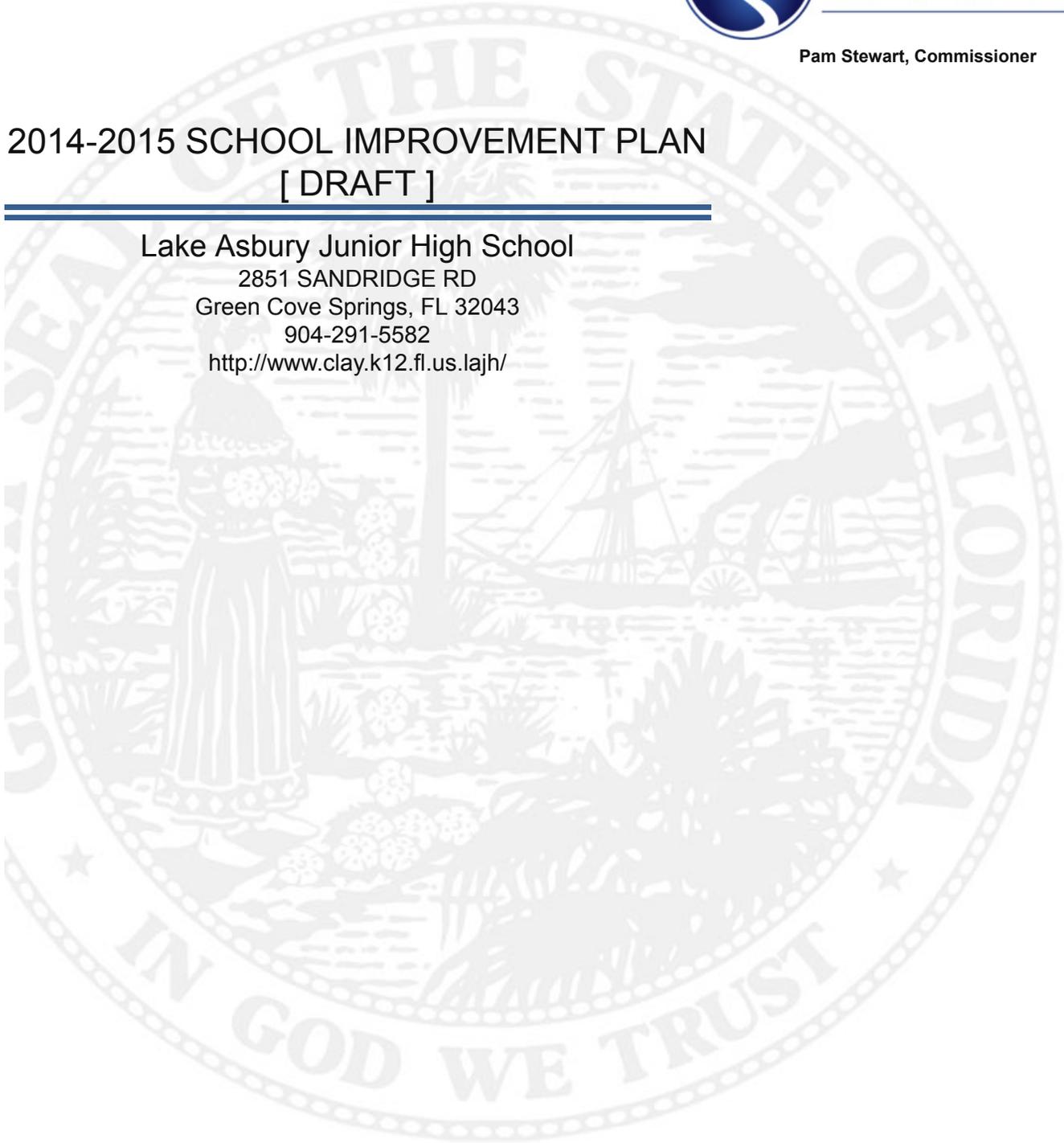
Lake Asbury Junior High School

2851 SANDRIDGE RD

Green Cove Springs, FL 32043

904-291-5582

<http://www.clay.k12.fl.us/lajh/>



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## **SIP Authority and Template**

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

##### **Provide the school's vision statement**

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

#### School Environment

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

At Lake Asbury Junior High teachers help students embrace student diversity and validate the cultural identity of students. In doing so, classrooms that model tolerance and appreciation of student differences are created.

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

The goal of Lake Asbury Junior High is to create an atmosphere of learning in an environment that values safety, discipline and civility. Helping to create good order and discipline is a team effort. Order and respect established through firm, fair, and reasonable discipline have proven to be key ingredients in a successful school.

##### **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**

Our Foundations team meets on a regular basis to discuss discipline, procedures, and safety within the school. Administration also meets on a weekly basis to discuss discipline, safety, and school concerns as it relates to the school environment.

##### **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**

Based on our early warning system information, we have identified students who have 2 or more indicators for our tutoring/ mentoring program. We have met with each of the students individually and created a plan to help the students be more successful at school. The identified students have also met with the guidance counselors to discuss, attendance, grades, discipline, and testing.

## Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The early warning system will include the following early warning indicators:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in or out of school.
- Course failure in English Language Arts or Mathematics
- 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	Students
Attendance below 90 percent	7	6
Attendance below 90 percent	8	15
	<b>Total</b>	<b>21</b>
One or more suspensions	7	7
One or more suspensions	8	20
	<b>Total</b>	<b>27</b>
Course failure in ELA or Math	7	5
Course failure in ELA or Math	8	24
	<b>Total</b>	<b>29</b>
Level 1 on statewide assessment	7	5
Level 1 on statewide assessment	8	14
	<b>Total</b>	<b>19</b>

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

Indicator	Grade	Students
Students exhibiting two or more indicators	7	7
Students exhibiting two or more indicators	8	27
	<b>Total</b>	<b>34</b>

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

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

## 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**

A PIP has not been uploaded for this school.

**Description**

Lake Asbury Junior High has a variety of different ways to build positive relationships with families to increase involvement. Teachers are readily accessible through conferences, email, and classroom websites. Our new communication plan is using social media to inform and document events happening within the school. We listen to families and invite them to share ideas through surveys and the School Advisory Council. Parents can check their child's progress at anytime by logging into Focus Parent Portal.

**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**

Community and parental involvement are vital parts of the educational process at Lake Asbury Junior High. They are helping children achieve success. Lake Asbury Junior High is thankful for the many volunteers who document thousands of hours in our schools each year and we could not do without the businesses and community organizations that participate in the "Partners in Education" program, which helps to provide our children with quality education. We recruit businesses through our parent night, flyers, and our Facebook page. We sustain partnerships by giving them input into our school policies and procedures. Together, we are helping Clay County's youngsters pursue their dreams and gather the knowledge they need to compete in today's world. These organizations donate time, resources, and knowledge for today's youth.

**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	Email
Richardson, Cathy	Principal	cbrichardson@oneclay.net
Ayers , Carolyn	Assistant Principal	caayers@oneclay.net
Burke, David	Assistant Principal	dburke@oneclay.net
King, Bonnie	Instructional Coach	bbking@oneclay.net
Love, Elise	Teacher, ESE	melove@oneclay.net

**Duties**

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

**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**

All 7th and 8th grade students will take a benchmark assessment 4 times per year. The school-based leadership team will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. The Reading Coach at LAJH and support facilitator will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Ed Swenson	Teacher
Cathy Richardson	Principal
Jim Crosby	Teacher
Katie Guzman	Teacher
Meg Sieruta	Teacher
Joyce Aldrige	Education Support Employee
Jenny Bell	Parent
Sherri Forkey	Parent
Mack Styudiant	Parent
Diane Salazar	Parent
Heather McVey	Parent
Brenda Crotts	Parent
Ashley Reedy	Parent

**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*

Within our school district we received a school grade of A. We have the most opportunity for growth in the areas of bottom 25% Reading and % meeting high standards in Writing. In Reading, we were -16.1 behind other schools in comparable cohorts within the state. We were -14.3 behind comparable cohort schools for meeting high standards in Writing. In our district, we performed 6 percentage points higher than the comparison schools in the areas of Math, bottom 25% in Math, and Science.

*Development of this school improvement plan*

Members of the SAC collaborate with each department in the writing of the School Improvement Plan. The SAC reviews school performance data, determines causes of low performances and advises the school on its School Improvement Plan.

*Preparation of the school's annual budget and plan*

There are five scheduled meetings throughout the year. During the various meetings, we discuss the school budget, results of climate survey, and review/discuss and decide on request for funds from various staff members.

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

- School planners - \$3200
- Scantrons for semester and year-end test \$200
- Copier for ESE/Guidance department - \$1400
- Computers for Reading lab - \$3125

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title	Email
Richardson, Cathy	Principal	cbrichardson@oneclay.net
Ayers , Carolyn	Assistant Principal	caayers@oneclay.net
King, Bonnie	Instructional Coach	bbking@oneclay.net
Love, Elise	Teacher, ESE	melove@oneclay.net
Eaton, Pamela	Teacher, K-12	paeaton@oneclay.net
Crosby, Jim	Teacher, K-12	jmcrosby@oneclay.net

**Duties**

**Describe how the LLT promotes literacy within the school**

1. Content-area literacy instruction which include vocabulary instruction, close reading of complex text, text-dependent questioning strategies
2. Academic conversation strategies which include student engagement, student-centered classroom discussion
3. Content-area writing strategies which include 6 plus 1 traits of writing and answering text-dependent questions via ACE.
4. Implement the standards for mathematical literacy into the classroom.

## 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**

We have department meetings and weekly Professional Learning Communities. During the Professional Learning Communities teachers collaborate with others about curriculum, students, and teaching ideas. Teachers innovate using writing in all courses to validate thinking. They engage students in strategies that allow students to read, talk, and write during the entire school day to further their understanding through the use of the framework for intentional and targeted teaching. Teachers empower and strengthen Professional Learning Communities by implementing a one hour per week collaborative planning time for instructional staff.

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

Available positions for Lake Asbury Junior High are posted on the county's Human Resource website. The principal reviews all candidates and those that meet the required criteria are scheduled for an interview. A standard questionnaire is used for each applicant that covers all areas of teaching from planning, technology, communications, classroom management and others.

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

At the beginning of each school year, we provide a breakfast and overview of the school's procedures and policies. Also, each department head is present so they can spend time with the new teacher. If it is a new teacher or a veteran teacher new to our school, we assign them to a teacher who they can meet with and ask questions as they come up. We have several meetings with new teachers to discuss items such as posting grades, classroom management, various procedures for Lake Asbury Junior High and allow them to ask questions or share concerns.

## 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***

Administration, instructional coaches, and the support facilitator all visit classrooms on a daily basis to ensure fidelity in Florida standards are being taught at Lake Asbury Junior High.

#### **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***

Lake Asbury junior high uses small group instruction, Kagan engagement strategies, PLC logs, technology with Discovery Education, Mathia (Carnige Learning), Achieve 3000, Algebra Nation, Advances/Gifted/Standard classes, Tiger Team (self-contained ESE that follows grade level curriculum) to differentiate instruction to meet the diverse needs of students.

***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 type:** After School Program

**Minutes added to school year:** 2,400

***Strategy Purpose(s)***

- Core Academic Instruction

***Strategy Description***

Students are identified by teachers needing additional instruction in core academic subjects. Personal invitations are sent to parents informing of this opportunity and requesting their child participates in this tutoring. Teachers are available to assist students in Language Arts, Math Science, and Social Studies. Students meet Tuesday afternoons and Wednesday mornings for 1 hour sessions either before or after school. This occurs from December 2nd, 2014 - April 29th, 2015 (20 weeks).

***Strategy Rationale***

To give students an opportunity to complete missing assignments for classwork and provide support for students.

***Person(s) responsible for monitoring implementation of the strategy***

Ayers , Carolyn , caayers@oneclay.net

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

Each teacher will monitor their students' progress through teacher made assessments, Performance Matters, and other formal and informal assessments provided throughout the school year.

## **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***

Incoming 6th graders from our feeder elementary schools are provided articulation days via the guidance department. Students are provided a tour of our school and guidance counselors incorporate information sessions for these students bout expectations for junior high. The Moving Up program provides 3 summer sessions for students to attend to become familiar with campus layout and expectations.

We provide orientation night and have the students travel through their schedule to learn where their

classes are. We also provide administration meetings to discuss rules and expectations of junior high. Teachers review the student code of conduct with students so they understand the expectations of the school. Guidance counselors also have meetings with the students to help with the transition from elementary school. 8th graders have the opportunity to speak with a high school guidance counselor to help with course scheduling once they move on to high school.

For the 8th grade students, high school guidance counselors come and provide information about credits, course selections, and academies. The athletic directors come and speak about high school athletics and eligibility for sports. High schools also offer freshmen orientation for these students in July/August before the school year starts.

### **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 will have the opportunity to attend open house for the Career Academies in January/February. Also one of the county's College and Career Readiness coordinators speak to our students during their English classes and each high school meets with their students during their History class to discuss the many options that are available to them as they register for high school.

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

Students have the opportunity to select a variety of elective courses during their 7th and 8th grade year. Each course is one semester in length. They vary from college and career readiness class to fine arts. Two of our college and career readiness classes are high school credit earning courses: Introduction to Informational Technology and Agriculture Foundations. These two classes are also the required courses for two of our high school academies.

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

We have several opportunities to learn careers and technical education with our elective courses. Students attend at field trip to Florida State University to explore careers and degree options for educational advancement. They also tour the capitol to see governmental jobs and opportunities. Civics departments have guest speakers visit and discuss employment opportunities for students.

***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

### Goals Summary

- G1.** Teachers will routinely include remediation and enrichment activities into their classroom.
  
- G2.** All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.
  
- G3.** Empower all math teachers to implement a collaborative standards based classroom across the math curriculum.

### Goals Detail

**G1.** Teachers will routinely include remediation and enrichment activities into their classroom.

Quick Keys: Goal: G056463

**Targets Supported**

Indicator	Annual Target
AMO Targets Math - SWD	60.0

**Resources Available to Support the Goal**

- PLCs will serve as an opportunity to plan remediation and enrichment activities with department members. The Reading Coach and ESE Support Facilitator will serve as support within the classrooms.

**Targeted Barriers to Achieving the Goal**

- Teacher knowledge and additional instructional resources needed.

<i><b>Plan to Monitor Progress Toward the Goal</b></i>	
Student Achievement data will be reviewed to monitor progress toward goal.	
<b>Person Responsible</b>	Carolyn Ayers
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	PM assessment data, progress monitoring data, Universal Screeners, student grades.

**G2.** All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.

Quick Keys: Goal: G056464

**Targets Supported**

Indicator	Annual Target
Reading % in lowest 25% making learning gains	60.0

**Resources Available to Support the Goal**

- Achieve 3000, CAR-PD, Embedded Reading in core curriculum, LDC model classrooms, Reading Block, Reading Curriculum Coach, 20 book challenge, Data Based Questions, Professional Learning Communities

**Targeted Barriers to Achieving the Goal**

- Pedagogical Teacher Knowledge

Plan to Monitor Progress Toward the Goal	
Student Achievement - gains	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	PM, Clay Writes data and Universal Screeners. Group Learning Targets, AIR/ FCAT test

**G3.** Empower all math teachers to implement a collaborative standards based classroom across the math curriculum.

Quick Keys: Goal: G056465

**Targets Supported**

Indicator	Annual Target
AMO Targets Math - All Students	77.0

**Resources Available to Support the Goal**

- PLC logs, Mathia, CPalms, Curriculum Maps, Algebra Nation, Carnegie Learning

**Targeted Barriers to Achieving the Goal**

- Readiness for new curriculum

Plan to Monitor Progress Toward the Goal	
Student achievement will be monitored through Performance Matters quarterly assessments and Universal Screener and further monitoring will be conducted through classroom walk-throughs.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	Weekly, from 8/11/2014 to 6/4/2015
<b>Evidence of Completion</b>	Performance Matters, Universal Screeners, AIR/FCAT, and teacher walk-through data.

## School Action Plan for Improvement

### Problem Solving Key

G = Goal

B = Barrier

S = Strategy

**G1.** Teachers will routinely include remediation and enrichment activities into their classroom.

**G1.B1** Teacher knowledge and additional instructional resources needed.

**G1.B1.S1** Data meetings will be held to analyze student assessment data in order to identify student weaknesses. Teachers will discuss ways to support struggling students during core instruction and design intervention plans to address weaknesses.

Quick Keys: Goal: G056463, Barrier: B142713, Strategy: S154840

### Strategy Rationale

<b>Action Step 1</b>	
Data meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams will discuss ways to support struggling learners during core instruction and create intervention plans for individual students.	
<b>Person Responsible</b>	Carolyn Ayers
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	PM Tier II and III plans, Universal Screeners, PM Quarterly Data, Common Assessment data, and student grades.
<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
Teachers and Intervention Team Facilitator will write intervention plans during PLC's and data meetings. Teachers will use the Instructional Coach as a resource throughout the intervention cycle as needs arise.	
<b>Person Responsible</b>	Carolyn Ayers
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	RTI plans
<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Intervention teams will review progress monitoring data to make instructional decisions.	
<b>Person Responsible</b>	Carolyn Ayers
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	MTSS plans, Universal Screeners, and student achievement data.

**G1.B1.S2** Instructional resources or modeling of strategies will be gathered or provided by the Reading Coach and ESE Support Facilitator.

Quick Keys: Goal: G056463, Barrier: B142713, Strategy: S154841

**Strategy Rationale**

<b>Action Step 1</b>	
Compilation of teacher resources	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Binder of resources by subject area

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S2</b>	
Teachers will use the resources being gathered in the way they were designed to be used	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Student Work samples

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S2</b>	
PM testing progress	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Student Work samples and PM testing data

**G2.** All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.

**G2.B1** Pedagogical Teacher Knowledge

**G2.B1.S1** Weekly departmental Professional Learning Communities.

Quick Keys: Goal: G056464, Barrier: B142714, Strategy: S154842

**Strategy Rationale**

To plan, review student work samples, share best practices, share resources, and create common assessments to review student data.

<b>Action Step 1</b>	
PLC's will focus on content-area literacy instructions, academic conversation strategies and content-area writing strategies.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	Weekly, from 8/11/2014 to 6/4/2015
<b>Evidence of Completion</b>	PLC meeting minutes, walk throughs, PM quarterly data, common assessment data and Universal Screeners

<b>Action Step 2</b>	
Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	Classroom observations and walk-through, PLC meeting logs

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
PLC meeting minutes will be filled out at every PLC. Minutes will reflect that teachers have discussed instructional strategies that support the implementation of the Common Core literacy standards. Minutes will also reflect that teachers have reviewed student achievement results to further inform instruction.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	Weekly, from 8/11/2014 to 6/4/2015
<b>Evidence of Completion</b>	Meeting minutes will be kept discussed with administration in order to ensure that core instruction is effective. Sign-in sheets will also be kept to ensure teacher participation in PLC meetings.

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
Administration will participate in PLC's and then conduct Walk Throughs to ensure implementation of strategies shared.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	Meeting minutes, student achievement data, and Universal Screeners will be used to ensure progress toward PLC goals and student learning are being attained.

**G3.** Empower all math teachers to implement a collaborative standards based classroom across the math curriculum.

**G3.B1** Readiness for new curriculum

**G3.B1.S1** Use PLC's to identify student learning gaps caused by the implementation of new math standards.

Quick Keys: Goal: G056465, Barrier: B142715, Strategy: S154843

**Strategy Rationale**

The new standards are more rigorous and background skills must be embedded into current curriculum.

<b>Action Step 1</b>	
Math department members will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom that reflect the Florida Math Standards.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	Weekly, from 8/11/2014 to 6/4/2015
<b>Evidence of Completion</b>	PLC Meeting Minutes, Walk Throughs, student assessment data, and PM Quarterly Data

<b>Plan to Monitor Fidelity of Implementation of G3.B1.S1</b>	
Question 3 on PLC Meeting Minutes/ Logs, walk through, data, student work samples, and student assessment data.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	Weekly, from 8/11/2014 to 6/4/2015
<b>Evidence of Completion</b>	Meeting minutes will be reviewed and sign-in sheets will be submitted to ensure teacher participation in PLC meetings.

<b>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</b>	
Administrators will participate in PLCs and then conduct walk throughs to ensure implementation of strategies shared during PLC meetings.	
<b>Person Responsible</b>	Cathy Richardson
<b>Schedule</b>	On 6/4/2015
<b>Evidence of Completion</b>	Walk throughs data, Performance Matters data, student achievement data and student work samples from ideas shared in previous PLCs.

## Professional Development

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

**G1.** Teachers will routinely include remediation and enrichment activities into their classroom.

**G1.B1** Teacher knowledge and additional instructional resources needed.

**G1.B1.S1** Data meetings will be held to analyze student assessment data in order to identify student weaknesses. Teachers will discuss ways to support struggling students during core instruction and design intervention plans to address weaknesses.

### **PD Opportunity 1**

Data meetings will focus on analyzing student assessment data in order to identify weaknesses. Teams will discuss ways to support struggling learners during core instruction and create intervention plans for individual students.

#### **Facilitator**

Administration

#### **Participants**

Reading Coach, ESE Support Facilitator, Guidance and team members

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

PM Tier II and III plans, Universal Screeners, PM Quarterly Data, Common Assessment data, and student grades.

**G1.B1.S2** Instructional resources or modeling of strategies will be gathered or provided by the Reading Coach and ESE Support Facilitator.

**PD Opportunity 1**

Compilation of teacher resources

**Facilitator**

King and Love

**Participants**

LAJH teachers

**Schedule**

**Evidence of Completion**

Binder of resources by subject area

**G2.** All content-area teachers will routinely implement Florida Standards literacy standards, engagement structures, content-area writing strategies, and engage students to be able to cite evidence to validate thinking.

**G2.B1** Pedagogical Teacher Knowledge

**G2.B1.S1** Weekly departmental Professional Learning Communities.

**PD Opportunity 1**

PLC's will focus on content-area literacy instructions, academic conversation strategies and content-area writing strategies.

**Facilitator**

Department Heads, Reading/Intervention Coach, and Support Facilitator

**Participants**

All core content teachers

**Schedule**

Weekly, from 8/11/2014 to 6/4/2015

**Evidence of Completion**

PLC meeting minutes, walk throughs, PM quarterly data, common assessment data and Universal Screeners

## PD Opportunity 2

Focus on the framework for intentional teaching to provide engagement in the content-area classrooms.

### Facilitator

Cathy Richardson, David Burke, Carolyn Ayers

### Participants

All core content teachers

### Schedule

On 6/4/2015

### Evidence of Completion

Classroom observations and walk-through, PLC meeting logs

**G3.** Empower all math teachers to implement a collaborative standards based classroom across the math curriculum.

### **G3.B1** Readiness for new curriculum

**G3.B1.S1** Use PLC's to identify student learning gaps caused by the implementation of new math standards.

## PD Opportunity 1

Math department members will meet in grade level PLC's to learn strategies, create common assessments, and design lessons that can be implemented in the classroom that reflect the Florida Math Standards.

### Facilitator

All PLC members, ESE Support Facilitator, Administration

### Participants

Math department members.

### Schedule

Weekly, from 8/11/2014 to 6/4/2015

### Evidence of Completion

PLC Meeting Minutes, Walk Throughs, student assessment data, and PM Quarterly Data

## Technical Assistance

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0