Southside Middle School

2015-16 School Improvement Plan

Southside Middle School

2948 KNIGHTS LN E, Jacksonville, FL 32216

http://www.duvalschools.org/southside

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	F	D

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

This plan was approved by the Duval County School Board on 12/7/2015.

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.

Table of Contents

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
Focus	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Southside Middle School is providing educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Every student at Southside Middle School is inspired and prepared for success in college, a career and life.

School Environment

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

Southside Middle's faculty and staff endeavor to create an environment where all students from diverse backgrounds are respected and appreciated.
Faculty and staff participate and facilitate extracurricular activities and community outreach programs to build Southside Middle as more than a place where students attend class, but a focal point in their lives, and the lives of their families.

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

From the moment Southside Middle's campus opens at 9 a.m., students are ushered to safe spaces by grade, and monitored by faculty and staff until the first bell of the day signals it is time for students to be released.
Southside Middle's faculty and staff is trained CHAMPs and Foundations best practices and the expectation is that they are practiced throughout.

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

Southside Middle is a CHAMPS and Foundations strategy-based school, with faculty and staff employing those best practices across the board, in and out of the classroom.
Students are presented with clear expectations on day one of school, and also participate in a presentation about the Student Code of Conduct, with the school's two deans strictly following the protocol within.
The school's discipline staff regularly attends district professional development and is allotted time during faculty and leadership team meetings to disseminate important information to faculty and staff.
The school's discipline team meets regularly with the school administration and guidance to review issues and concerns, and to plan how they will be resolved. Meetings are solution-focused.
We have implemented a PBIS plan as well as using a positive behavior tracking device called HERO school wide.

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

Southside Middle has a dedicated and engaged guidance department that makes amongst its first priorities having individual meetings with all students to discuss grades, future mapping, and other interests. Guidance is open to students, and is often instrumental in mediating student disputes before they can become serious.

Southside's athletic coaches firmly believe in coaching the entire child, with a focus on team-building, discipline, and integrity as well as sports in question.

Southside Middle features numerous business and community partners that offer their time and expertise to mentor students.

The Restorative Justice program places the onus for student discipline and character education on the students, who are trained to lead sessions that will allow for offending students to hear from a variety of their classmates, receiving advice on how to avoid further incidents and suggested discipline from them.

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

1. Guidance keeps a regular log of student attendance, but instructors also report to administration/guidance when a student has been absent without a given reason for longer than two class periods (three days, usually on the A/B class schedule). The administrator/counselor then makes home contact to establish the reason for the extended absence, and works with instructors to insure that the student has an easy transition back into the classroom
2. The school's discipline team keeps close tabs on student discipline through their own tracking data, and meets regularly to discuss overall school trends, as well as individual students
3. Instructors are in contact with parents/guidance when students fall into danger of failing
4. All student data is tracked, and is particularly influential in deciding how student schedules are formed.
5. Part of the PBIS/HERO plan is dependent on attendance, so there will be incentives to come to school

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 6	Total
Attendance below 90 percent	44	44
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	

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	14	13	17	44

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

1. Parent contact and intervention meeting with guidance/administration and impacted teachers, where the parents/guardians, students, and faculty create a plan to improve student behavior/ performance going forward
2. After-school tutoring is offered, either from the students' specific teacher, or via school sponsored tutors
3. Regular guidance check-ins to monitor student progress and address any new areas of possible assistance that have cropped up

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/178830.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We will continue to work hand in hand with The Boys and Girls Club, Crop, Lutheran Services, the Parent Academy, Girl Scouts and the Delores Barr Weaver Policy Center.

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
Zeina, Khanachet	Principal
McCray, Tanya	Assistant Principal
Proffitt, Derrick	Dean
manias, Cassandra	Teacher, ESE
Nolan, Blair	Instructional Coach

Duties

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

The RtI Leadership team will consist of the following individuals. Their responsibilities are listed beside their names. All of the team members will check for completion of all parts of the process

before moving to the next tier.
• Guidance Counselors- Hold RtI meetings and control the calendar for those meetings.
• Mr. Story, Dean of Students- Provide information on behaviors and discipline records.
• Administrator- Follow up with teachers to monitor the implementation of interventions with fidelity.
• Academic Coaches- The coaches will help with choosing correct interventions for students in the class. They will also model the interventions for the teachers if necessary. IB Coach will assist teachers in developing integrated IB Unit Plans that include appropriate intervention options.
• Mrs. Manias, ESE Lead Teacher & ISSP Teacher- Help teachers with choosing correct behavioral interventions. She will also maintain the records on each RtI meeting.

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

Tier 1-
- A student is below grade level in any standardized testing(CGA, IOWA, FCAT, DAR, SRA, Reflex, iReady etc…) at the beginning of the year. Documentation of core curriculum is on-going. CHAMPs is ongoing. IB Unit Plans are integrated with core curriculum. Include implementer, Duration/frequency, fidelity/support, outcome of interventions.
- Parent conference-complete Parent conference summary form and keep in this packet
Tier 2-
-Student is grouped with other students that are below grade level. Documentation of specific interventions beyond core curriculum or behavioral norms. Include graphs here and implementer, Duration/frequency, fidelity/support, anecdotal logs, outcome of interventions.
-See RtI team for an OBSERVATION to be done.
-Academic/Behavior Intervention Form-completed showing performance discrepancy from multiple sources included here.
-Continue Tier 1 and Tier 2
- 2nd Parent Conference to be held. Parent conference summary form
- See RtI team for 2nd OBSERVATION to be done.
-Team Meeting Minutes Form-Determine how Tier 3 will be addressed as a team. Tier 1 and Tier 2 run simultaneously.
- Team Teacher Input Form-To be completed by the core academic team. Please attach all documents listed on the bottom of the form.
- RtI TEAM- Tier 3 Overview. Set up time to meet with RtI Team. All teacher paperwork completed for Tier 1, Tier 2, and Tier 3 but they are still ongoing. The team completes the records review
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs, along with programs offered during regular school hours. This includes the hiring of fulltime intensive reading and math teachers.
Title II
The District receives supplemental funds for improving basic education through the purchase of small equipment to educational programs.
Title III
Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Southside receives money to partially fund teacher positions and para positions for ELL support.
Supplemental Academic Instruction (SAI)
SAI funds will be used to fund during the day and after school tutoring programs.
Violence Prevention Programs
The District offers behavior intervention programs such as Student Options for Success and Night-

Time substance abuse programs. Through Full Service School Referrals, students have access to free counseling.

MSAP Grant

The MSAP grant funds the position of the IB Coordinator at the school. It also funds the school's International Baccalaureate Middle Years Programme candidacy with the expectation of integrating the IB Programme into the school to become an Authorized school in Spring 2014. To that end, the grant funds, IB related professional development, curriculum development, instructional technology, marketing and recruitment, and parental involvement programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Zeina Khanachet	Principal
Jennifer Hammock	Parent
Diane Jackson	Parent
Chandra Ward	Business/Community
Mark Wilkinson	Parent
Sarah Beth Glicksteen	Education Support Employee
Arte Brown	Business/Community

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

SAC meets on the last Tuesday of the month...We review initiatives and discuss updates of school happenings.
We have reviewed and refined this year's PIP and SIP.

Development of this school improvement plan

The SAC at Southside Middle School is responsible for the development of educational priorities and assessing the school's needs.

Preparation of the school's annual budget and plan

Items will be discussed at our September meeting

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

Based on the new budget for 2013-2014, Southside Middle School has been allotted $4,095.00. The needs of the school were assessed and white boards were purchased.

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:

Name	Title
Zeina, Khanachet	Principal
McCray, Tanya	Assistant Principal
Kirk, Matt	Teacher, K-12
Nolan, Blair	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Continued use of Power Strategies in all classes. Writing Strategies –SLAM, Graphic Organizers. Strengthening rigor at the Tier 1 Level of Instruction Extra tutoring for identified students in the areas of preparation for assessments and EOCs. Continued integration of literacy strategies into IB Unit Plans, particularly in content area classes.

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

Goal: Ensuring that Southside is a good place to teach and learn, by promoting safety and productivity. There are consistent expectations and consequences for student behavior.
Our Plan:
Provide structure with clear expectations, monitoring for safety, and rituals and routines throughout the hallways
Recognize teachers and students
Participate in a community building service project
Provide space and time for teacher development
Create an after school tutoring program

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

Recruit teachers who are already deemed Highly Effective.
Retain new teachers via Mentoring and Induction for Novice Teachers (MINT) by providing PD and mentoring.
Assign new teachers a qualified mentor.
Retain teachers via collaborative planning and coaching.

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

Teachers are paired according to specific needs based on recommendations from coaches and admin. Teachers are paired most often with common subject areas teachers as well as high performing teachers.

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

Weekly planning sessions are used to unpack the standards and review Item Specifications.

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

CGA data, Achieve 3000, formative and summative assessments during the learning process will identify specific learning needs

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: 20,000

TEAM UP Core Areas

Academic Enrichment- Certified teachers provide academic assistance in homework and curriculum that augments what is used during the day. The academic component is hands on experiential teaching. Equipment and supplies are provided by the program, which allows the teachers to engage the students. Students who attend the program three days or more during the week are tracked for their academic progress. Teachers are also required to maintain lesson plans that follow the Florida Sunshine State Standards.

Cultural Enrichment- Students participate in multicultural IB related activities such as dance, karate, art and field trips that are educational and provide a variety of resources for skills development.

Life Skills/ Leadership- Staff members are trained in the Boys & Girls Club curriculum that provides outstanding activities in leadership, decision-making and Positive Youth Development. A Youth Advisory Council assists in planning all aspects of the center.

Social Recreation- This component provides activities such as Baseball, Flag Football, Volleyball, Basketball, a game room and other fun activities that will allow students to develop their social skills.

Community Service- Students participate in service learning projects that provide them with the opportunity to connect to their in-class IB Units and develop their understanding of the importance of being an active part of their local, national, and global community.

Parental Involvement- Monthly parenting workshops are offered to parents. Workshops focus on parenting skills, adolescent behavior and other issues parents would like assistance in. Quarterly parenting events also take place where students and parents are recognized for their progress.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Analyzing achievement of outcomes the focus is on meeting the standard and if not, how does the achievement compare to the baseline, including both the school baseline for overall program achievement and individual student progress compared to their previous grading period or year performance. In doing so, we will track student's grades, FCAT and benchmark scores.

Outcomes:

1. Ninety percent of regularly attending students will increase their math and or reading grades by half a grade or more.
2. Ninety percent of regularly attending students will score at or above level (3) in FCAT reading and/ or math.
3. Ninety percent of regularly attending students will have 10 or less absences for the school year.
4. Ninety percent of regularly attending students will be promoted to the next grade level.
5. Ninety percent of regularly attending students will report positive thoughts about program benefits, including a positive attitude about school.

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

NA

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

NA

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

NA

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

NA

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

NA

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:

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.   If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase.

G2.   If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase.

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. If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase. `1a`

🔍 G071638

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	40.0

Resources Available to Support the Goal `2`

- Instructional Coaches for Reading/ELA, Math, IB, and ESOL

- District Specialists

- ELL support/programs/scheduling

- Gradual Release built into Carnegie math enrichment program

- Administrative walk-throughs with feedback

- Professional Development and Early Release Days training

- Equip Student work protocol

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher understanding about unpacking the standards and cognitive complexity levels.

- Lack of teacher understanding about effective unit / lesson planning process

- Lack of teacher understanding about using data to drive instructional decisions

Plan to Monitor Progress Toward G1. `8`

observations from daily walk throughs and CAST observations, along with artifacts from classrooms will be gathered to ensure that accountable talk is taking place.

Person Responsible

Khanachet Zeina

Schedule

Evidence of Completion

G2. If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase. 1a

Targets Supported 1b

G071639

Indicator	Annual Target
ELA Achievement District Assessment	40.0

Resources Available to Support the Goal 2

- Instructional Coaches for Reading/ELA, Math, IB, ESOL

- Common Planning for Content Areas

- Support of District Coaches

- Differentiated Accountability Team

- ELL Support/Programs / scheduling

- Administrative Support

- PD & Early Release Days

- Walkthroughs with feedback

- Permanent Sub on campus

- MSAP grant funds for curriculum integration and professional development

Targeted Barriers to Achieving the Goal 3

- Lack of teacher integration of International Baccalaureate Programme methodologies and philosophies with rigorous instructional classroom practices.

- Lack of teacher implementation of effective pedagogical practices that impacts student achievement

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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. If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase. 1

🔑 G071638

G1.B1 Lack of teacher understanding about unpacking the standards and cognitive complexity levels. 2

🔑 B186754

G1.B1.S1 Ensure that all teachers know what rigor is 4

🔑 S198155

Strategy Rationale

Creating a clear cut definition of what rigor looks like at Southside across the board. How does rigor look from content to content?

Action Step 1 5

Conduct Common planning sessions at least once a week for each grade level with a focus on increasing teacher knowledge of standards

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Common Lessons, CBC, warm-ups by remediation for CGA-1, Focus lessons in Literature Circles with a focus on CGA deficits

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

By unpacking the benchmarks and providing professional development on the item specifications, teachers will have a greater understanding of how to incorporate rigor through using state item specifications

Person Responsible

Blair Nolan

Schedule

Weekly, from 10/20/2015 to 5/31/2016

Evidence of Completion

Evidence will be weekly lesson planning with teachers and HOT question development

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

administration will monitor the quality of questions

Person Responsible

Khanachet Zeina

Schedule

Monthly, from 10/20/2015 to 5/31/2016

Evidence of Completion

G1.B1.S2 Model what rigor looks like by content 4

S198156

Strategy Rationale

Action Step 1 5

Provide Professional Development on unpacking benchmarks to identify cognitive complexity and skills

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

changes in lesson planning expectations, HOT questions in lesson plans

Action Step 2 `5`

Plan to identify cognitive complexity levels and select real-world application problems for student practice that correlate to the appropriate Depth of Knowledge (DOK) level.

Person Responsible

Schedule

Evidence of Completion

real world application type problems, interactive journals

Action Step 3 `5`

Conduct walk-throughs that will monitor the implementation of real-world application problems at the appropriate DOK Level.

Person Responsible

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Completed walk-through forms with feedback

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Conduct observations to find model classrooms for peers to review `4`

`🔧 S198157`

Strategy Rationale

Create models so that teachers know where to go for specific areas in rigorous instruction.
(if....then...)
This will support creating a toolbox for teachers

Action Step 1 `5`

Conduct Professional Development in common planning to infuse charting strategies across the
Mathematics Department.

Person Responsible

Tanya McCray

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidenced observed from Math PD

Action Step 2 `5`

Complete in common planning a model of the charting process to be used by each teacher in an
upcoming lesson.

Person Responsible

Schedule

Evidence of Completion

Teacher-Student made Charts

Action Step 3 `5`

Model the usage (reference) of the chart during instructional delivery.

Person Responsible

Schedule

Evidence of Completion

walkthrough observations with feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B3 Lack of teacher understanding about using data to drive instructional decisions [2]

🔧 B186756

G1.B3.S1 Teachers will use data to drive instruction [4]

🔧 S198159

Strategy Rationale

To help support students specific deficiencies, we will need to be really data driven. We will need to use summative and formative assessments to help bridge deficiency gaps. By targeting these issues, we will increase student achievement

Action Step 1 [5]

Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and administration.

Person Responsible

Schedule

Evidence of Completion

Data chat documentation

Action Step 2 [5]

Utilize assessment data to develop reading and/or writing groups for small group instruction.

Person Responsible

Schedule

Evidence of Completion

Data chat documentation

Action Step 3 `5`

Match instructional strategies and materials to students' learning needs based on classroom formative assessments, DAR Interpretative Profiles, Interim data, program assessment data.

> **Person Responsible**
>
> **Schedule**
>
> ***Evidence of Completion***
>
> increased student participation, choice in work, litratuire circles, learning centers, probing questions for reading and student discourse

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

Training on Performance Matters

> **Person Responsible**
>
> Khanachet Zeina
>
> **Schedule**
>
> On 10/7/2015
>
> ***Evidence of Completion***
>
> providing small group instruction and grouping in classes

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

> **Person Responsible**
>
> **Schedule**
>
> ***Evidence of Completion***

G1.B3.S2 Teachers will utilize data across the department and the use of flexible student grouping to provide remediation, maintenance, and enrichment [4]

S198160

Strategy Rationale

Knowing student data allows for teachers to group students to remediate needs

Action Step 1 [5]

Provide Professional Development on using current data to both guide instruction (secondary instructional focus) and incorporate differentiated instructional strategies.

Person Responsible

Schedule

Evidence of Completion

Centers in classes

Action Step 2 [5]

Maintain current data binders that have evidence of data disaggregation that is used to drive instruction and create flexible student groups to provide remediation, maintenance, and enrichment.

Person Responsible

Schedule

Evidence of Completion

data binders

Action Step 3 5

Conduct consistent data chats (administrator-coach, coach-teacher, and teacher-student) to ensure all stakeholders consistently progress monitor their efforts and adjust as needed.

Person Responsible

Schedule

Evidence of Completion

Data chat forms

Action Step 4 5

Monitor Data notebooks and/or student interactive journals for evidence of data conversation and discourse.

Person Responsible

Schedule

Evidence of Completion

walkthrough forms focusing on student interactive journals

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G2. If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase. `1`

🔍 G071639

G2.B2 Lack of teacher implementation of effective pedagogical practices that impacts student achievement `2`

🔍 B186758

G2.B2.S1 Teachers will incorporate higher order questioning strategies, probing questions, and student discourse. `4`

🔍 S198162

Strategy Rationale

Action Step 1 `5`

Model all components of higher order questioning strategies and the utilization of probing questions during instructional delivery.

Person Responsible

Schedule

Evidence of Completion

Observation logs

Action Step 2 `5`

Identify higher order questions to incorporate into lessons during common planning sessions.

Person Responsible

Schedule

Evidence of Completion

updated lesson plans

Action Step 3 `5`

Monitor common planning sessions and conduct classroom walkthroughs to observe the implementation of effective questioning strategies during instructional delivery.

Person Responsible

Schedule

Evidence of Completion

walkthrough forms focusing on questioning

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B2.S2 Teachers will utilize the Gradual Release of Responsibility method when planning and delivering lessons. `4`

🔑 S198163

Strategy Rationale

Action Step 1 `5`

Model during class instruction how to effectively implement each section of the Gradual Release of Responsibility Model (GRRM).

Person Responsible

Schedule

Evidence of Completion

Action Step 2 `5`

Model exactly what is expected of the students before having them work on an activity, graphic organizer, or problem during the "I DO" portion of the lesson. Conduct think alouds while solving a problem or reading the text to explain thought processes or thinking patterns.

Person Responsible

Schedule

Evidence of Completion

Action Step 3 `5`

Engage students in questioning techniques to answer questions using the "WHY" or "WHY NOT" approach.

Person Responsible

Schedule

Evidence of Completion

Action Step 4 `5`

Spend the majority of classroom instruction on the "WE DO" portion of the lesson where students can take charge of their own learning and explore new concepts. Include a specific collaborative strategy in the "THEY DO" section of every lesson plan.

Person Responsible

Schedule

Evidence of Completion

Action Step 5 `5`

Conduct regularly scheduled walkthroughs to specifically observe the use of the GRRM during instruction to ensure appropriate use of activities and maximization of the use of instructional time.

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 [6]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 [7]

Person Responsible

Schedule

Evidence of Completion

G2.B2.S3 Teachers will increase student engagement and accountable talk to promote critical thinking, problem solving, and effective oral and written communication. [4]

🔑 S198164

Strategy Rationale

Action Step 1 [5]

Lead teachers in the Lesson Study process focusing on specific instructional strategies from the SIP. Conduct consistent follow-ups to monitor the implementation of strategies learned during the Lesson Study.

Person Responsible

Schedule

Evidence of Completion

Increased student participation, choice in work integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse.

Action Step 2 `5`

Provide opportunities for students to contribute to class discussion and elaborate upon their own ideas.

Person Responsible

Schedule

Evidence of Completion

Increased student participation, choice in work and increased student discourse

Action Step 3 `5`

Incorporate engaging activities in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.

Person Responsible

Schedule

Evidence of Completion

Increased student participation, choice in work, integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse

Action Step 4 `5`

Implement a daily rotational block to differentiate instruction based on student needs that include a launch, explicit instruction, student writing time, and sharing

Person Responsible

Schedule

Evidence of Completion

Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3

Action Step 5 `5`

Increase and monitor activities active learning strategies, such as Think-Pair-Share, Socratic discussions, and asking students to cite text evidence to support their responses.

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

G2.B2.S4 Teachers will develop conceptual understanding of topics by providing hands-on learning experiences. 4

🔑 S198165

Strategy Rationale

Action Step 1 5

Conduct an inventory of needed consumables for aligned investigations and purchase necessary lab materials.

Person Responsible

Schedule

Evidence of Completion

Some hands on activities based on available materials

Action Step 2 5

Conduct school or District Aligned Investigations in conjunction with the District Curriculum Guide. Ensure that students complete all portions of the lab template using their own words with special emphasis on the conclusion by the end of class.

Person Responsible

Schedule

Evidence of Completion

student lab reports

Action Step 3 5

Post five FCAT-like multiple choice questions on the board prior to the lab, refer to them throughout the lab and review them at the completion of the lab.

Person Responsible

Schedule

Evidence of Completion

teacher lesson plans

Action Step 4 5

Provide students with lab templates that are pre-populated with anything that would require simple copying (i.e., benchmark, materials, and procedures) and model the completion of the lab report for the students with specific emphasis on making observations and writing meaningful conclusions.

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans

Action Step 5 5

Provide students with corrective/descriptive feedback in the form of a question and students will be afforded the opportunity to improve their lab reports based on the feedback provided.

Person Responsible

Schedule

Evidence of Completion

student feedback on lab reports. Revised student reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B2.S5 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery. `4`

🔑 S198166

Strategy Rationale

Action Step 1 `5`

Provide professional development on how to create and use Essential Questions & High Order Thinking Questions aligned to the FCAT 2.0 Science Test Item Specifications using "Think-Write-Pair-Share."

Person Responsible

Schedule

Evidence of Completion

Updated teacher lesson plans

Action Step 2 `5`

Conduct checks for understanding throughout a lesson by engaging students in accountable talk through "think-write-pair-share" activities.

Person Responsible

Schedule

Evidence of Completion

walkthrough focus forms

Action Step 3 `5`

Incorporate the use of white boards and/or mimeo clickers when asking higher and lower-order questions during "think-write-pair-share" activities.

Person Responsible

Schedule

Evidence of Completion

updated teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S5 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B2.S6 Teachers will incorporate problem solving skills, utilizing a problem solving model, and regularly expose students to a variety of problem solving methods and graphic organizers. 4

S198167

Strategy Rationale

Action Step 1 5

Model the usage of CUBES3 strategy during instruction of real-world application problems.

Person Responsible

Schedule

Evidence of Completion

updated teacher lesson plans

Action Step 2 5

Incorporate effective problem solving strategies in all Mathematics courses across the department that are within the curriculum structure.

Person Responsible

Schedule

Evidence of Completion

Effective problem solving techniques are incorporated weekly during PLC. Continue with modeling and highlighting teachers that are effectively implementing during instruction.

Action Step 3 5

Monitor common planning and conduct classroom walkthroughs to observe the implementation of effective problem solving strategies during instructional delivery and student work.

Person Responsible

Schedule

Evidence of Completion

Common lessons, CBC, CWT documentation and Administrative observation logs

Plan to Monitor Fidelity of Implementation of G2.B2.S6 `6`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

Plan to Monitor Effectiveness of Implementation of G2.B2.S6 `7`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

G2.B2.S7 Teachers will enhance the utilization of student learning journals in Math classes `4`

🔍 S198168

Strategy Rationale

Action Step 1 `5`

Provide Professional Development on the effective use of interactive journals.

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Professional Development agendas

Action Step 2 5

Model using the interactive journals with students so they know how and when to use them.

Person Responsible

Schedule

Evidence of Completion

Interactive Journals

Action Step 3 5

Monitor the student interactive journals to gauge understanding of the usage of interactive journals.

Person Responsible

Schedule

Evidence of Completion

Walkthroughs, informal observation, and formal observations

Plan to Monitor Fidelity of Implementation of G2.B2.S7 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S7 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B2.S8 Teachers will utilize interactive journals on a daily basis with fidelity in Science classes. `4`

`S198169`

Strategy Rationale

Action Step 1 `5`

Utilize Science Interactive Journals on a daily basis with fidelity to the District journal guidelines and provide regular descriptive written feedback.

Person Responsible

Schedule

Evidence of Completion

Interactive journals

Action Step 2 `5`

Minimize copying from the board by providing students with printables to paste into their journals and model how to underline or highlight (Selective Underlining, Cornell Note Taking, SRE, etc.) important concepts.

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans - materials

Action Step 3 5

Provide students opportunities to process information received by increasing the use of the left-hand side of their journals. "For every right, there is a left".

Person Responsible

Schedule

Evidence of Completion

interactive journals

Action Step 4 5

Conduct regularly scheduled reviews of student interactive journals to check for the use of the left-hand side and provide teachers with immediate feedback.

Person Responsible

Schedule

Evidence of Completion

walkthrough focus forms

Plan to Monitor Fidelity of Implementation of G2.B2.S8 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S8 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S9 Teachers will use data with students to set goals and differentiate instruction. 4

S198170

Strategy Rationale

Action Step 1 5

Engage students in the debriefing process by individually meeting with students to discuss strengths and deficiencies from each assessment and creating student action plans.

Person Responsible

Schedule

Evidence of Completion

Began week of 11/12/13 in the classrooms, Assistant Principal met individually with student with the biggest loss on CGA1

Action Step 2 5

Use district generated mini-lessons at the beginning of each class to target weakest benchmarks based on curriculum guide assessment data in 8th Grade.

Person Responsible

Schedule

Evidence of Completion

teacher lesson plans

Action Step 3 `5`

Create bell ringers based on data as a lead into instruction based on the curriculum guide for 6th and 7th Grade.

Person Responsible

Schedule

Evidence of Completion

teacher lesson plans

Action Step 4 `5`

Administer a ten to fifteen multiple choice question mini-assessment following every three to five mini-lessons/bell ringers. Determine the process for creating and grading mini-assessments.

Person Responsible

Schedule

Evidence of Completion

teacher lesson plans

Action Step 5 `5`

Conduct regularly scheduled walkthroughs to specifically observe teachers and students using data chat forms to complete new action plans after interim assessments and mini-lessons assessments have been administered.

Person Responsible

Schedule

Evidence of Completion

walkthrough focus forms

Plan to Monitor Fidelity of Implementation of G2.B2.S9 `6`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S9 `7`

    Person Responsible

    Schedule

    Evidence of Completion

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	Conduct Common planning sessions at least once a week for each grade level with a focus on increasing teacher knowledge of standards		8/24/2015	Common Lessons, CBC, warm-ups by remediation for CGA-1, Focus lessons in Literature Circles with a focus on CGA deficits	6/10/2016 weekly
G1.B1.S2.A1	Provide Professional Development on unpacking benchmarks to identify cognitive complexity and skills		8/24/2015	changes in lesson planning expectations, HOT questions in lesson plans	6/10/2016 weekly
G1.B1.S3.A1	Conduct Professional Development in common planning to infuse charting strategies across the Mathematics Department.	McCray, Tanya	8/24/2015	Evidenced observed from Math PD	6/10/2016 weekly
G1.B3.S1.A1	Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and administration.		Data chat documentation	once	
G1.B3.S2.A1	Provide Professional Development on using current data to both guide instruction (secondary instructional focus) and incorporate differentiated instructional strategies.		Centers in classes	once	
G2.B2.S1.A1	Model all components of higher order questioning strategies and the		Observation logs	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	utilization of probing questions during instructional delivery.				
G2.B2.S2.A1	Model during class instruction how to effectively implement each section of the Gradual Release of Responsibility Model (GRRM).			once	
G2.B2.S3.A1	Lead teachers in the Lesson Study process focusing on specific instructional strategies from the SIP. Conduct consistent follow-ups to monitor the implementation of strategies learned during the Lesson Study.		Increased student participation, choice in work integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse.	once	
G2.B2.S4.A1	Conduct an inventory of needed consumables for aligned investigations and purchase necessary lab materials.		Some hands on activities based on available materials	once	
G2.B2.S5.A1	Provide professional development on how to create and use Essential Questions & High Order Thinking Questions aligned to the FCAT 2.0 Science Test Item Specifications using "Think-Write-Pair-Share."		Updated teacher lesson plans	once	
G2.B2.S6.A1	Model the usage of CUBES3 strategy during instruction of real-world application problems.		updated teacher lesson plans	once	
G2.B2.S7.A1	Provide Professional Development on the effective use of interactive journals.		Professional Development agendas	once	
G2.B2.S8.A1	Utilize Science Interactive Journals on a daily basis with fidelity to the District journal guidelines and provide regular descriptive written feedback.		Interactive journals	once	
G2.B2.S9.A1	Engage students in the debriefing process by individually meeting with students to discuss strengths and deficiencies from each assessment and creating student action plans.		Began week of 11/12/13 in the classrooms, Assistant Principal met individually with student with the biggest loss on CGA1	once	
G1.B1.S2.A2	Plan to identify cognitive complexity levels and select real-world application practice that correlate to the appropriate Depth of Knowledge (DOK) level.		real world application type problems, interactive journals	one-time	
G1.B1.S3.A2	Complete in common planning a model of the charting process to be used by each teacher in an upcoming lesson.		Teacher-Student made Charts	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Utilize assessment data to develop reading and/or writing groups for small group instruction.		Data chat documentation	once	
G1.B3.S2.A2	Maintain current data binders that have evidence of data disaggregation that is used to drive instruction and create flexible student groups to provide remediation, maintenance, and enrichment.		data binders	once	
G2.B2.S1.A2	Identify higher order questions to incorporate into lessons during common planning sessions.		updated lesson plans	once	
G2.B2.S2.A2	Model exactly what is expected of the students before having them work on an activity, graphic organizer, or problem during the "I DO" portion of the lesson. Conduct think alouds while solving a problem or reading the text to explain thought processes or thinking patterns.			once	
G2.B2.S3.A2	Provide opportunities for students to contribute to class discussion and elaborate upon their own ideas.		Increased student participation, choice in work and increased student discourse	once	
G2.B2.S4.A2	Conduct school or District Aligned Investigations in conjunction with the District Curriculum Guide. Ensure that students complete all portions of the lab template using their own words with special emphasis on the conclusion by the end of class.		student lab reports	once	
G2.B2.S5.A2	Conduct checks for understanding throughout a lesson by engaging students in accountable talk through "think-write-pair-share" activities.		walkthrough focus forms	once	
G2.B2.S6.A2	Incorporate effective problem solving strategies in all Mathematics courses across the department that are within the curriculum structure.		Effective problem solving techniques are incorporated weekly during PLC. Continue with modeling and highlighting teachers that are effectively implementing during instruction.	once	
G2.B2.S7.A2	Model using the interactive journals with students so they know how and when to use them.		Interactive Journals	once	
G2.B2.S8.A2	Minimize copying from the board by providing students with printables to paste into their journals and model how to underline or highlight (Selective Underlining, Cornell Note Taking, SRE, etc.) important concepts.		Teacher lesson plans - materials	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S9.A2	Use district generated mini-lessons at the beginning of each class to target weakest benchmarks based on curriculum guide assessment data in 8th Grade.		teacher lesson plans	once	
G1.B1.S2.A3	Conduct walk-throughs that will monitor the implementation of real-world application problems at the appropriate DOK Level.		8/24/2015	Completed walk-through forms with feedback	6/10/2016 daily
G1.B1.S3.A3	Model the usage (reference) of the chart during instructional delivery.		walkthrough observations with feedback	one-time	
G1.B3.S1.A3	Match instructional strategies and materials to students' learning needs based on classroom formative assessments, DAR Interpretative Profiles, Interim data, program assessment data.		increased student participation, choice in work, litratuire circles, learning centers, probing questions for reading and student discourse	once	
G1.B3.S2.A3	Conduct consistent data chats (administrator-coach, coach-teacher, and teacher-student) to ensure all stakeholders consistently progress monitor their efforts and adjust as needed.		Data chat forms	once	
G2.B2.S1.A3	Monitor common planning sessions and conduct classroom walkthroughs to observe the implementation of effective questioning strategies during instructional delivery.		walkthrough forms focusing on questioning	once	
G2.B2.S2.A3	Engage students in questioning techniques to answer questions using the "WHY" or "WHY NOT" approach.			once	
G2.B2.S3.A3	Incorporate engaging activities in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.		Increased student participation, choice in work, integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse	once	
G2.B2.S4.A3	Post five FCAT-like multiple choice questions on the board prior to the lab, refer to them throughout the lab and review them at the completion of the lab.		teacher lesson plans	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S5.A3	Incorporate the use of white boards and/or mimeo clickers when asking higher and lower-order questions during "think-write-pair-share" activities.		updated teacher lesson plans	once	
G2.B2.S6.A3	Monitor common planning and conduct classroom walkthroughs to observe the implementation of effective problem solving strategies during instructional delivery and student work.		Common lessons, CBC, CWT documentation and Administrative observation logs	once	
G2.B2.S7.A3	Monitor the student interactive journals to gauge understanding of the usage of interactive journals.		Walkthroughs, informal observation, and formal observations	once	
G2.B2.S8.A3	Provide students opportunities to process information received by increasing the use of the left-hand side of their journals. "For every right, there is a left".		interactive journals	once	
G2.B2.S9.A3	Create bell ringers based on data as a lead into instruction based on the curriculum guide for 6th and 7th Grade.		teacher lesson plans	once	
G1.B3.S2.A4	Monitor Data notebooks and/or student interactive journals for evidence of data conversation and discourse.		walkthrough forms focusing on student interactive journals	once	
G2.B2.S2.A4	Spend the majority of classroom instruction on the "WE DO" portion of the lesson where students can take charge of their own learning and explore new concepts. Include a specific collaborative strategy in the "THEY DO" section of every lesson plan.			once	
G2.B2.S3.A4	Implement a daily rotational block to differentiate instruction based on student needs that include a launch, explicit instruction, student writing time, and sharing		Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3	once	
G2.B2.S4.A4	Provide students with lab templates that are pre-populated with anything that would require simple copying (i.e., benchmark, materials, and procedures) and model the completion of the lab report for the students with specific		Teacher lesson plans	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	emphasis on making observations and writing meaningful conclusions.				
G2.B2.S8.A4	Conduct regularly scheduled reviews of student interactive journals to check for the use of the left-hand side and provide teachers with immediate feedback.		walkthrough focus forms	once	
G2.B2.S9.A4	Administer a ten to fifteen multiple choice question mini-assessment following every three to five mini-lessons/bell ringers. Determine the process for creating and grading mini-assessments.		teacher lesson plans	once	
G2.B2.S2.A5	Conduct regularly scheduled walkthroughs to specifically observe the use of the GRRM during instruction to ensure appropriate use of activities and maximization of the use of instructional time.			once	
G2.B2.S3.A5	Increase and monitor activities active learning strategies, such as Think-Pair-Share, Socratic discussions, and asking students to cite text evidence to support their responses.		Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3	once	
G2.B2.S4.A5	Provide students with corrective/descriptive feedback in the form of a question and students will be afforded the opportunity to improve their lab reports based on the feedback provided.		student feedback on lab reports. Revised student reports.	once	
G2.B2.S9.A5	Conduct regularly scheduled walkthroughs to specifically observe teachers and students using data chat forms to complete new action plans after interim assessments and mini-lessons assessments have been administered.		walkthrough focus forms	once	
G1.MA1	observations from daily walk throughs and CAST observations, along with artifacts from classrooms will be gathered to ensure that accountable talk is taking place.	Zeina, Khanachet		weekly	
G1.B1.S1.MA1	administration will monitor the quality of questions	Zeina, Khanachet	10/20/2015		5/31/2016 monthly
G1.B1.S1.MA1	By unpacking the benchmarks and providing professional development on the item specifications, teachers will have a greater understanding of how to incorporate rigor through using state item specifications	Nolan, Blair	10/20/2015	Evidence will be weekly lesson planning with teachers and HOT question development	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	[no content entered]			once	
G1.B3.S1.MA1	Training on Performance Matters	Zeina, Khanachet	10/7/2015	providing small group instruction and grouping in classes	10/7/2015 one-time
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	[no content entered]			once	
G1.B3.S2.MA1	[no content entered]			once	
G1.B3.S2.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G2.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S2.MA1	[no content entered]			once	
G2.B2.S2.MA1	[no content entered]			once	
G2.B2.S3.MA1	[no content entered]			once	
G2.B2.S3.MA1	[no content entered]			once	
G2.B2.S4.MA1	[no content entered]			once	
G2.B2.S4.MA1	[no content entered]			once	
G2.B2.S5.MA1	[no content entered]			once	
G2.B2.S5.MA1	[no content entered]			once	
G2.B2.S6.MA1	[no content entered]			once	
G2.B2.S6.MA1	[no content entered]			once	
G2.B2.S7.MA1	[no content entered]			once	
G2.B2.S7.MA1	[no content entered]			once	
G2.B2.S8.MA1	[no content entered]			once	
G2.B2.S8.MA1	[no content entered]			once	
G2.B2.S9.MA1	[no content entered]			once	
G2.B2.S9.MA1	[no content entered]			once	

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. If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase.

G1.B1 Lack of teacher understanding about unpacking the standards and cognitive complexity levels.

G1.B1.S1 Ensure that all teachers know what rigor is

PD Opportunity 1

Conduct Common planning sessions at least once a week for each grade level with a focus on increasing teacher knowledge of standards

Facilitator

District based Specialist, School-based Literacy Coach

Participants

ELA teachers, Reading Teachers, Creative Writing Teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G1.B1.S2 Model what rigor looks like by content

PD Opportunity 1

Provide Professional Development on unpacking benchmarks to identify cognitive complexity and skills

Facilitator

District-based Math Specialist, School-based Math Coach

Participants

Math teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G1.B1.S3 Conduct observations to find model classrooms for peers to review

PD Opportunity 1

Conduct Professional Development in common planning to infuse charting strategies across the Mathematics Department.

Facilitator

District-based Math Specialist, School-based Math Coach

Participants

Math teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

PD Opportunity 2

Complete in common planning a model of the charting process to be used by each teacher in an upcoming lesson.

Facilitator

School Based Math Coach

Participants

Math Teachers

Schedule

G1.B3 Lack of teacher understanding about using data to drive instructional decisions

G1.B3.S1 Teachers will use data to drive instruction

PD Opportunity 1

Match instructional strategies and materials to students' learning needs based on classroom formative assessments, DAR Interpretative Profiles, Interim data, program assessment data.

Facilitator

District-based Reading Specialist, School-based Literacy Coach

Participants

ELA teachers, Reading Teachers, Creative Writing teachers

Schedule

G1.B3.S2 Teachers will utilize data across the department and the use of flexible student grouping to provide remediation, maintenance, and enrichment

PD Opportunity 1

Provide Professional Development on using current data to both guide instruction (secondary instructional focus) and incorporate differentiated instructional strategies.

Facilitator

School-based Testing Coordinator

Participants

All Teachers

Schedule

G2. If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase.

G2.B2 Lack of teacher implementation of effective pedagogical practices that impacts student achievement

G2.B2.S3 Teachers will increase student engagement and accountable talk to promote critical thinking, problem solving, and effective oral and written communication.

PD Opportunity 1

Lead teachers in the Lesson Study process focusing on specific instructional strategies from the SIP. Conduct consistent follow-ups to monitor the implementation of strategies learned during the Lesson Study.

Facilitator

school based coach

Participants

Reading/ELA teachers

Schedule

G2.B2.S5 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery.

PD Opportunity 1

Provide professional development on how to create and use Essential Questions & High Order Thinking Questions aligned to the FCAT 2.0 Science Test Item Specifications using "Think-Write-Pair-Share."

Facilitator

AP / Disstrict Science Coach

Participants

Science Teachers

Schedule

G2.B2.S6 Teachers will incorporate problem solving skills, utilizing a problem solving model, and regularly expose students to a variety of problem solving methods and graphic organizers.

PD Opportunity 1

Model the usage of CUBES3 strategy during instruction of real-world application problems.

Facilitator

School-based Mathematics Coach

Participants

math teachers

Schedule

G2.B2.S7 Teachers will enhance the utilization of student learning journals in Math classes

PD Opportunity 1

Provide Professional Development on the effective use of interactive journals.

Facilitator

School-based Mathematics Coach, District Mathematics Specialist

Participants

Math teachers

Schedule