Duval County Public Schools

Lake Shore Middle School

2015-16 School Improvement Plan

Lake Shore Middle School

2519 BAYVIEW RD, Jacksonville, FL 32210

http://www.duvalschools.org/lakeshore

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

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

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

The mission of Lake Shore Middle School is to meet the physical, social, and emotional needs of both our students and staff, while providing a rigorous academic environment preparing students to successfully compete in a global community.

Provide the school's vision statement

Lake Shore Middle School strives to develop students and staff members who are principled and balanced in their ability to be inquirers, communicators, thinkers and risk-takers in order to become caring, open-minded, reflective and knowledgeable citizens.

School Environment

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

Lake Shore Middle School admin, teachers and staff annually review student demographic, assessment, and performance data. In addition, teachers and staff collect data from students and parents when planning instruction. Lake Shore Middle counselors and staff plan multicultural field trips and experiences that are embedded throughout the curriculum and elective courses. Parents are always involved in the planning and implementation of processes and events at Lake Shore in order to ensure that cultural needs and relationships are fostered.

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

Lake Shore is divided into three separate small learning communities. Each community has dedicated staff and resources including administrators, school counselors, and support facilitators to insure that students' learning is nurtured in a more intimate environment meeting individual needs. Assistant Principals and Dean addresses discipline immediately. Students receive immediate consequences. Additionally, a strong Positive Behavioral Support Plan is in place helping students change negative behaviors more positively.

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

Lake Shore Middle School has developed a system to where students who are causing disruption to the learning environment are immediately addressed. Using the DCPS Student Code of conduct, a Positive Behavior Support system, and a cohesive set of guidelines and policies (IDs, Dress Code, Class Transition, Arrival Dismissal,etc..) all students are directed and redirect accordingly. Students, staff, parents, and families are involved in the development and the execution of our set policies that govern and guide student discipline.

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

Through the use of school counseling and Full-Service schools, students with elevated social-emotional needs are referred to wrap around services.

Additionally, students with elevated behavioral concerns have been assign staff mentors. Lake Shore Middle is also participating in a district wide program that allows students to receive counseling services through a trained social worker/behavioralist on side.

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

Teachers are responsible for tracking attendance and reporting to guidance counselor after a student has missed more than 5 days in a calendar month by filling out following online form:
https://lakeshoreguidance.wufoo.com/forms/attendance-concern/
Before the referral is sent teacher would be expected to have attempted to make contact with parent or guardian to let them know of absences and concern as well as spoken to the student individually about their concern.
Once guidance receives the online form a letter is sent home alerting parent/guardian of excessive absences with a warning that an AIT meeting will be scheduled if absences persist. Once student has 8 absences in one calendar month guidance is responsible for mailing necessary paperwork home to let parent's know an AIT meeting is scheduled and they are expected to attend with their student.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	50	84	68	202
One or more suspensions	100	93	78	271
Course failure in ELA or Math	3	7	0	10
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Academic Histories are run by the end of second week of school to check credits. We also run academic history of new students every month. If we have a student from out of county, we transcribe their grades to make sure they have the appropriate credits. We determine if there are grades missing that need to be requested, finalization issues, or true credit recovery. We then call the students down to discuss options and have them sign an agreement of understanding that they know they have to recover the course. Initially we were only offering FLVS and support in TEAM UP, but now we are planning to offer the physical course with a teacher afterschool.
To supply extra support for students scoring a level 1 on the Reading and/or Math FCAT, every student has been scheduled to receive instruction from the same Reading and Math teacher every

day. This support allows the students to remediate and build skills that are causing low performance. This strategy will allow the teacher to have a lesser load of students and use data to drive differentiated instruction for every student to increase student achievement.

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/180153.

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

The administration and staff at Lake Shore middle rely on community partnerships to enhance school programs and the school Mission/Vision. As needed, the administration reaches out to local partnerships to assist in filling needs of students and initiatives on campus.

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
Begley, Christopher	Principal
Gottberg, Caleb	Assistant Principal
Seabrooks, Alesha	Assistant Principal
Padgett, Barry	Registrar
Dickinson, Joseph	Instructional Coach
Marion, Amanda	Instructional Coach

Duties

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

The Principal oversees all areas of the SIP. The Assistant Principals are responsible for specific subject areas. The Dean oversees all referrals and safety issues. The Test Coordinator is responsible

for data and helping teachers understand the data. The Math Coach oversee math. The Reading Coach oversees reading and writing.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team meets monthly to discuss interventions, monitor the implementation of the Response to Intervention model, and collaborate for efficiency of program. The team will provide training to faculty and staff on RtI processes. The team will meet bi monthly to engage in the following activities:
-Discuss professional development needs
-Examine and analyze data to make RtI decisions
-Monitor the fidelity of teacher involvement in the RtI process.
The Team will use a multitude of strategies and interventions to help achieve current SIP goals. The Team with analyze real time data in order to determine deficits and implement such strategies.
Title I funds are used to increase the teachers on the staff. Funds will also be used to allow students to participate in educational field trips. Finally, the Title I funds will be used to engage the parents in school activities and meetings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christopher Begley	Principal
Shawna Hamner	Parent
Judy Edwards	Education Support Employee
Stevie Watts	Business/Community
Kery Klimas	Parent
	Student
Lauren Hamner	Student
Kloe Climas	Student

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

Team meets monthly to review and revise SIP and suggest improvements.

Development of this school improvement plan

SAC members reviewed the SIP and made suggestions to improve the SIP.

Preparation of the school's annual budget and plan

Team reviews allocation and suggests redirection as needed.

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

The funds will be used to support the different programs.

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
Marion, Amanda	Instructional Coach
Gottberg, Caleb	Assistant Principal
Begley, Christopher	Principal
Padgett, Barry	Instructional Technology
Seabrooks, Alesha	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Lake Shore's focus this year is writing. One of the projects this LLT will initiate is to conduct a "lesson study" on writing practices at Lake Shore. Lesson study is a professional development process that the LLT teachers will engage in to systematically examine their practices in writing, with the goal of becoming more effective instructors. To assist with our lessons the LLT has also initiated the FRIESS (Fact, Reasons, Incident, Examples, Sensory details and Statistics) concept across all ELA and social studies classrooms.
The LLT will work on reading critically in all content areas. The members of the team will ensure that the reading strategies that need to be used will be properly disseminated to all teachers.
The LLT will use teacher reflections of the content focused PLC sessions to initiate and refine the PLC process in the school. During the PLC meetings, the LLT will use various research based literature including the "Core Six" to enrich all content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers have been divided into Professional Learning Community by subject area. Through this collaboration effort, teachers are able to review data, instruction, and research to suggest improved practice on the classroom. Additionally, district support is brought in to support teachers as needed. Most teachers have been given common planning to encourage this work. Administration is regularly present and supports the teachers while providing any necessary supplies and resources.

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

Lake Shore is a Professional Development School in partnership with University of North Florida. We host several interns and in turn end up hiring many of the interns who we train. Lake Shore also recruits Teach for America teachers.

In order to retain teachers, we offer year long professional development. Teachers work closely with other teachers in their Professional Learning Communities. Teachers are also encouraged to enroll in training that is offered by the district.

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

New teachers are paired with an experienced teacher who teaches the same content as the novice teacher. Lake Shore also has a National Board Certified Professional Development Facilitator who meets monthly with the novice teachers. Mentor teachers observe the novice teachers at least 3 times a year and meet with the novice teacher bimonthly.

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

ELA- Uses district curriculum guides, grade level appropriate texts, Achieve 3000, Renaissance direct instruction, and Write to Learn.
Math uses Digits/Pearson curriculum, Team Up after school, after school tutoring.
**District support provides regular training to be implemented in the school. Admin and coaches regularly monitor and debrief with teachers.

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

Achieve 3000 Reading Intervention

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: Extended School Day

Minutes added to school year: 3,000

Students are given the opportunity to remain after school to receive 1 hour of additional academic support in math, reading, writing and science. Students will them have 1 hour enrichment activities that include dancing, cheerleading, football, cooking, poetry and basketball.

Strategy Rationale

This will help support students with their academics after school while students are participating in school activities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gottberg, Caleb, gottbergc@duvalschools.org

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

Students performance on Curriculum Guide Assessments will be monitored. Also, end of the year FCAT data to see if students made gains.

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

Lake Shore Middle School hosts orientations throughout the summer, mails home information to families, and readily posts information and updates on the website.

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 select which elective classes that they wish to take. Guidance counselors regularly meet with students to make sure they are on the right track with their education.

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

Student data is disaggregated to determine who should be taking high school level classes and those students are placed in those courses. PLC's follow curriculum guides and develop lessons together to help meet the needs of the students. Core content teachers develop instructional strategies to ensure that all students are successful.

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

N/A

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

IB MYP and AVID strategies have been implemented throughout the school.

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 mathematics teachers implement the district curriculum guides, and enrichment mathematics teachers implement the Digits math program with fidelity as well as refine practice in common planning, then on the Spring FSA 57% of students will be on grade level.

G2. If all content area teachers implement writing strategies within their subjects to support Common Core text dependent writing then at least 40% of students will demonstrate proficiency on the writing portion of the Spring ELA FSA.

G3. If all teachers implement effective differentiation strategies aligned to Common Core standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students then there will be at least a year's worth of growth on the Spring Math/ELA FSA.

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 mathematics teachers implement the district curriculum guides, and enrichment mathematics teachers implement the Digits math program with fidelity as well as refine practice in common planning, then on the Spring FSA 57% of students will be on grade level. `1a`

🔍 G071826

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- School Based Mathematics Coach
- District Specialists
- Curriculum Guides (CGs) available on district website
- Professional Development
- Administrative Support
- Common Planning in professional learning communities

Targeted Barriers to Achieving the Goal `3`

- Lack of ability to use data to drive instruction
- Teacher's knowledge of the scope and sequence of CGs

Plan to Monitor Progress Toward G1. `8`

Monitor differentiated instruction in classrooms and lesson plans

Person Responsible
Christopher Begley

Schedule
Weekly, from 10/27/2014 to 4/30/2015

Evidence of Completion
Lesson Plans and classroom observations

G2. If all content area teachers implement writing strategies within their subjects to support Common Core text dependent writing then at least 40% of students will demonstrate proficiency on the writing portion of the Spring ELA FSA. `1a`

Targets Supported `1b`

G071827

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0

Resources Available to Support the Goal `2`

- Common planning time available for grade level/content area

- District writing specialist and school based coach available for PD

- Budget allows for subs to cover for PD and follow up days

- Creative Writing teacher used as a resource

- English teachers to meet with content area teachers for assistance

- School writing initiatives and strategies available

- Alternating plan periods allow for observations of writing instruction

Targeted Barriers to Achieving the Goal `3`

- Lack of original resources and examples for specific content areas.

- Some content area teachers are overwhelmed.

- Lack of writing knowledge strategies, best practices, and differentiation.

Plan to Monitor Progress Toward G2. `8`

Lesson plans will be reviewed for implementation on writing strategies and student work will be looked at for fidelity of strategies.

Person Responsible
Amanda Marion

Schedule

Evidence of Completion
Student essays and lesson plans

G3. If all teachers implement effective differentiation strategies aligned to Common Core standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students then there will be at least a year's worth of growth on the Spring Math/ELA FSA. 1a

🔍 G071828

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	75.0

Resources Available to Support the Goal 2

- Reading/Math Coach and District Support Staff including math, reading, science, ESE and ELL.Title I Resources

- Title I Resources

- Onsite Professional Development during early release

- Subject area common planning time

- Computer Carts are available to classrooms

- Tiered planning for teachers to observe other teachers

Targeted Barriers to Achieving the Goal 3

- Classroom Management is not consistent in each classroom preventing implementation of effective gradual release strategies.

- CAST observations rubric limits focus on Gradual Release.

Plan to Monitor Progress Toward G3. 8

Professional development will be monitored, book study notes, classroom observations and lesson plans

Person Responsible
Christopher Begley

Schedule

Evidence of Completion
Lesson plans, classroom observations and book study questions

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 mathematics teachers implement the district curriculum guides, and enrichment mathematics teachers implement the Digits math program with fidelity as well as refine practice in common planning, then on the Spring FSA 57% of students will be on grade level. 1

🔑 G071826

G1.B1 Lack of ability to use data to drive instruction 2

🔑 B187235

G1.B1.S1 Training on performance matters and Achieve 3000 to collect and analyze data to create small groups, stations, and focus lessons. 4

🔑 S198694

Strategy Rationale

District is using new platforms and curriculum to enhance student performance and remediation. Teachers will need to use the learning paths to develop the data driven instruction in the classrooms to meet the needs of various students.

Action Step 1 5

Training on Inform to collect and analyze data.

Person Responsible

Barry Padgett

Schedule

On 11/2/2015

Evidence of Completion

Evidence of a data notebook that is utilized on a daily basis.

Action Step 2 `5`

Training on using stations to differentiate instruction.

> **Person Responsible**
>
> Christopher Begley
>
> **Schedule**
>
> *Evidence of Completion*
>
> Agenda from training.

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

Implement ongoing support for teachers through common planning and one on one based on needs.

> **Person Responsible**
>
> Caleb Gottberg
>
> **Schedule**
>
> *Evidence of Completion*
>
> Data notebook that is used on a daily basis.

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

Data is used to create small groups and stations in the classroom to help close the gaps in student understanding.

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Data notebook, lesson plans, walkthroughs.

G1.B1.S2 Training on developing and implementing exit slips to check for understanding and drive instruction on a daily basis. 4

Strategy Rationale

🔑 S198695

Action Step 1 5

Continued training on developing and implementing exit slips.

Person Responsible

Joseph Dickinson

Schedule

Evidence of Completion

Agenda from training.

Action Step 2 5

Continued training on using exit slip data to drive instruction on a daily basis.

Person Responsible

Joseph Dickinson

Schedule

Evidence of Completion

Agenda from training.

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

Develop exit slips during common planning and PLC time. Analyze exit slip data during common planning and PLC time.

Person Responsible

Schedule

Evidence of Completion

Evidence of using data to drive instruction in the lesson plan.

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

Exit slips are used on a daily basis to check for understanding and drive instruction.

Person Responsible

Schedule

Evidence of Completion

Lesson plans and walkthroughs.

G1.B1.S3 Create and integrate a focus calendar based on CGA, Achieve 3000, Digits, and teacher collected data. `4`

🔑 S198696

Strategy Rationale

Action Step 1 `5`

Develop Focus Calendar for 6th, 7th, and 8th Grade based on CGA and Digits data.

Person Responsible

Joseph Dickinson

Schedule

Evidence of Completion

Focus Calendars

Action Step 2 `5`

Training on how to integrate focus lessons on a daily basis.

Person Responsible

Joseph Dickinson

Schedule

Evidence of Completion

Agenda from training.

Action Step 3 5

Training on pacing to accomplish all objectives within the class period.

> **Person Responsible**
>
> Joseph Dickinson
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Agenda from training.

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

Focus lessons are apparent on a daily basis in the classroom and in lesson plans.

> **Person Responsible**
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Lesson plans and walkthroughs.

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

Focus calendars are developed and prioritized based on data. Focus lessons are implemented on a daily basis.

> **Person Responsible**
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Focus calendar, lesson plans, and walkthroughs.

G1.B2 Teacher's knowledge of the scope and sequence of CGs [2]

B187236

G1.B2.S1 Professional Development on the scope of the Curriculum Guides and Lesson Guides [4]

S198697

Strategy Rationale

Action Step 1 [5]

Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Agenda from PD

Action Step 2 [5]

Use Curriculum guides and Lesson Guides to plan lessons on a daily basis.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Lesson plans

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

Implement ongoing support for teachers through common planning and one on one PD based on needs.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and walkthroughs.

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

Curriculum Guide Assessment data reflects completion of all objectives within the nine week period.

Person Responsible

Schedule

Evidence of Completion

CGA data

G1.B2.S2 Professional Development on lesson planning using the Curriculum Guides and Lesson Guides `4`

🔑 S198698

Strategy Rationale

Action Step 1 `5`

Professional development on lesson planning using the Curriculum Guides and Lesson Guides

Person Responsible

Schedule

Evidence of Completion

Agenda from PD

Action Step 2 `5`

Using the Curriculum Guides and Lesson Guides, create lesson plans and reflect on previous lessons.

Person Responsible

Schedule

Evidence of Completion

Lesson plans and reflections

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Implement coaching cycle on lesson planning based on needs.

Person Responsible

Schedule

Evidence of Completion

Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

CAST evaluations reflect highly effective in Domain 1: Planning and Preparation

Person Responsible

Schedule

Evidence of Completion

CAST Evaluations

G2. If all content area teachers implement writing strategies within their subjects to support Common Core text dependent writing then at least 40% of students will demonstrate proficiency on the writing portion of the Spring ELA FSA. 1

G071827

G2.B1 Lack of original resources and examples for specific content areas. 2

B187240

G2.B1.S1 District Writing Specialist and Reading coach will create content area writing examples using school wide writing strategies. 4

S198699

Strategy Rationale

Action Step 1 5

Acquire materials for writing examples

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Writing examples

Action Step 2 5

Attend monthly PLC meetings to help create additional examples for content areas.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Content area writing examples

Action Step 3 5

Establish guidelines for content area PLC writing example roll out.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Develop agenda for roll out

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

Meet to review examples and discuss implementation of writing strategies. They will continue to monitor progress.

Person Responsible

Schedule

Evidence of Completion

meeting minutes

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

Meet during PLC to review and revise previously created examples to check for effectiveness of writing samples.

Person Responsible

Schedule

Evidence of Completion

Revised content area writing examples

G2.B1.S2 Common planning between content area teachers to create usable examples. 4

S198700

Strategy Rationale

Action Step 1 5

Set agenda for the first meeting and publish agenda to content area teachers for PLC meeting

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Agenda

Action Step 2 5

Attend initial PLC meeting to collaborate with content area teachers to create content specific writing examples using topics within their unit

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Teacher created examples

Action Step 3 5

Attend PLC's to monitor progress and help create additional examples of writing-type questions

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Teacher created examples

<table>
<tr><td style="background-color:#d4a843">**Plan to Monitor Fidelity of Implementation of G2.B1.S2** `6`</td></tr>
</table>

Meet weekly on Friday to provide updates and follow-up for progress within each content area. Implementation and fidelity of writing strategies will be monitored during these meetings.

Person Responsible

Schedule

Evidence of Completion

Meeting minutes

<table>
<tr><td style="background-color:#d4a843">**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** `7`</td></tr>
</table>

Create and infuse assignments/assessments with new writing-type questions using school wide writing strategies. Analysis of student work
Student data from exit tickets and exit slips
Assignments should show mastery of 70% of writing skill

Person Responsible

Schedule

Evidence of Completion

Analysis of student work, Student data from exit tickets and exit slips Assignments should show mastery of 70% of writing skill

G2.B2 Some content area teachers are overwhelmed. 2

🔍 B187241

G2.B2.S1 Create a clear plan for long term implementation and time for common planning. 4

🔍 S198701

Strategy Rationale

Action Step 1 5

Will create a PLC schedule for each quarter that identifies dates for PLC meetings and a tentative agenda for each meeting.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Schedule and agenda

Action Step 2 5

Set the agenda for the first meeting and publish the agenda for content area teachers to support implementation of instructional plan modeled.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Agenda

Action Step 3 5

Review calendar and agendas for the quarter to establish the new way of work, PLC norms, writing implementation and explain rationale.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Agenda

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

Will meet to collaborate on the long term calendar to facilitate the implementation of the school wide writing strategy. During weekly admin meetings, changes to the calendar/schedule can be adjusted.

Person Responsible

Schedule

Evidence of Completion

Revised calendar

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

Will conduct data chats using student samples. Will determine the effectiveness of the examples and lessons as well as next steps for facilitation of writing strategies.

Person Responsible

Schedule

Evidence of Completion

Data collection and revised assignments

G2.B2.S2 Provide examples of the school wide writing strategy as it applies to a specific content area.
4

Strategy Rationale

S198702

Action Step 1 5

Create content area specific writing examples before the first PLC meeting

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

usable examples

Action Step 2 5

Provide professional development regarding the school wide writing strategy during PLC using the previously created examples.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Meeting Minutes

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

Will facilitate and monitor PLC

Person Responsible

Schedule

Evidence of Completion

Agenda

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Use teacher created assessments, exit slips, and mini assessments to monitor progress of writing strategies

Person Responsible

Schedule

Evidence of Completion

Data collected from assignments and assessments

G2.B3 Lack of writing knowledge strategies, best practices, and differentiation. `2`

`B187242`

G2.B3.S1 District Writing Specialist and Instructional Reading Coach can provide professional development for content areas specific to the subject area they teach to demonstrate planning, executing, and assessing writing in the class. `4`

`S198703`

Strategy Rationale

Action Step 1 `5`

Attend PD through common planning times to establish expectations of writing assignment. Goals for writing implementation within daily lesson plans.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Written expectations and writing strategies evident within lesson plans.

Action Step 2 5

Design common lesson plans aligned to state standards of writing and analyze student writing data

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Writing data collected through PLC.

Action Step 3 5

Collaborate to create a PD schedule to establish model lesson plans, instructional material, and assessment pieces.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Professional Development schedule

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

Collect meeting minutes from PLC's to determine the fidelity of implementation of writing PD.

Person Responsible

Schedule

Evidence of Completion

Meeting Minutes form

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

Develop calendar and schedule for data collection regarding PD for content are teachers.

Person Responsible

Schedule

Evidence of Completion

Data Chats, Agendas and classroom observations

G2.B3.S2 Common planning between content area teachers and English teachers/Instructional Reading Coach. `4`

🔑 S198704

Strategy Rationale

Action Step 1 `5`

Will establish common planning schedule for Early Release schedules

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Calendar schedule for ER training/common planning

Action Step 2 `5`

Attend and facilitate common planning between content area teachers and ELA to establish expectations, goals, and data collection protocol.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Written norms established

Action Step 3 `5`

Design common lesson plans that center around state writing standards.
Analyze student writing samples to collect data to determine writing fidelity

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Writing lessons and data will be documented via team meeting minutes form.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Will use common planning to monitor writing strategies across the curriculum and share best practices

Person Responsible

Schedule

Evidence of Completion

Powerpoints, handouts, visuals

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Will meet monthly with PLC's to monitor effectiveness of writing goals and implementation within the curriculum.

Person Responsible

Schedule

Evidence of Completion

Analysis of student work, lesson plans and common studies

G2.B3.S3 Develop multiple examples of content related writing across each grade level. [4]

S198705

Strategy Rationale

Action Step 1 [5]

Use topics/subjects from content areas to create examples of how to utilize writing strategies.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

List of subjects to address in writing examples

Action Step 2 [5]

Use provided models/examples to demonstrate writing strategies in class. Will create additional examples as needed.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

PowerPoint, posters, handouts with examples of content area writing .

Action Step 3 [5]

Content area teachers will provide school based coach with topics and subjects from the subject area to create examples of how to incorporate writing.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

List of subjects to address in writing examples

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Coach will create a variety of resources for content area teachers to utilize as examples of the school wide writing plan.

Person Responsible

Schedule

Evidence of Completion

PowerPoints, visuals, handouts.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Administrator will collect data from classroom observations to determine if writing strategies are being utilized within the curriculum.

Person Responsible

Schedule

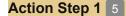*Evidence of Completion*

CAST data collection

G2.B3.S4 Provide time in content area PLC's to analyze and discuss student writing. 4

S198706

Strategy Rationale

Action Step 1 5

Attend PLC's for content areas to establish norms/rituals & routines for implementing writing.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Written norms

Action Step 2 `5`

Plan common assignments for students to implement writing

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

PLC department meeting minutes form

Action Step 3 `5`

Analyze the quality of student writing and compliance to writing strategy. Determine next steps and differentiated instruction.

Person Responsible

Amanda Marion

Schedule

Evidence of Completion

Written plan for next steps and differentiated instruction.

Plan to Monitor Fidelity of Implementation of G2.B3.S4 `6`

Designate time during PLC meeting to discuss school wide writing plan and strategies using their content as a driving force.

Person Responsible

Schedule

Evidence of Completion

Documentation on meeting minutes submitted to administration.

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 `7`

Administrator will review PLC meeting minutes form to collect agenda/teacher common assignments to determine the adherence to school wide writing strategies.

Person Responsible

Schedule

Evidence of Completion

PLC meeting minutes

G3. If all teachers implement effective differentiation strategies aligned to Common Core standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students then there will be at least a year's worth of growth on the Spring Math/ELA FSA. `1`

🔑 G071828

G3.B4 Classroom Management is not consistent in each classroom preventing implementation of effective gradual release strategies. `2`

🔑 B187246

G3.B4.S1 Revisit teachers' training in CHAMPS and provide ongoing PD to enhance classroom management skills. `4`

🔑 S198707

Strategy Rationale

Action Step 1 `5`

Introduction of classroom management expectations during a pre-planning PD session.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Presentation and Handouts/Agenda

Action Step 2 [5]

Development of a research-based classroom management plan.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Classroom Management Plan Submitted to Principal

Action Step 3 [5]

Recommend and schedule CHAMPS Training for New Teachers.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Enrollment and Completion of Training

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

Finalize presentation of expectations to be delivered during pre-planning.

Person Responsible

Schedule

Evidence of Completion

Presentation

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Review the pre-planning presentation with teachers. Observe classrooms for implementation. Use CAST for a determination of implementation of school-wide classroom management practices.

Person Responsible

Schedule

Evidence of Completion

CAST Portal, Classroom Walkthroughs.

G3.B4.S2 Make routine classroom focus visits and note inconsistencies in classroom management. `4`

Strategy Rationale

`🔑 S198708`

Action Step 1 `5`

Ongoing classroom visits focusing on classroom management.

Person Responsible

Schedule

Evidence of Completion

Notes and reflections from visits.

Action Step 2 `5`

Collaborate and seek additional strategies within the gradual release model to complement their classroom management plan.

Person Responsible

Schedule

Evidence of Completion

Team/PLC meeting minutes.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 `6`

Direct a schedule of ongoing classroom observations and focus walks. Schedule

Person Responsible

Schedule

Evidence of Completion

Schedule of observations

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 `7`

During administration meetings each week along with the leadership team, review classroom focus walks and Monday classroom reviews for fidelity of classroom management. Principal will create and distribute next steps.

Person Responsible

Schedule

Evidence of Completion

Admin/Leadership Team minutes. Notes of classroom walkthroughs. Focus Walk Notes. Monday classroom element checks.

G3.B4.S3 Ensure that teacher teams and less veteran teachers are paired with mentors to assist in the development of classroom management skills. 4

Strategy Rationale

S198709

Action Step 1 5

Establish teacher/mentor teams to assist in the development and implementation of effective classroom management plan.

Person Responsible

Schedule

Evidence of Completion

Mentor assignment roster from Principal

Action Step 2 5

Mentor/Teachers will collaborate to produce new classroom management plan.

Person Responsible

Schedule

Evidence of Completion

Management Plan

Action Step 3 5

Monitoring of new teacher classroom management plans.

Person Responsible

Schedule

Evidence of Completion

Notes and reflections from visits. Debrief notes.

Plan to Monitor Fidelity of Implementation of G3.B4.S3 [6]

Finalize the teacher/mentor teams. Roster

Person Responsible

Schedule

Evidence of Completion

Roster

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 [7]

Review progress of new teachers towards the implementation of CHAMPS and classroom management strategies. Revise as needed.

Person Responsible

Schedule

Evidence of Completion

Meeting minutes.

G3.B4.S4 Utilize FOUNDATIONS to enhance and implement an effective classroom management plan. [4]

S198710

Strategy Rationale

Action Step 1 [5]

Designate a school Foundations Team (Safe and Civil Schools)

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Team Roster

Action Step 2 5

Revision of school safety plan

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

School Safety Plan

Action Step 3 5

Monitoring fidelity of implementation of the school-safety plan complementing classroom management plans.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Reflections and Notes from Debriefs

Plan to Monitor Fidelity of Implementation of G3.B4.S4 6

Revise school-safety plan and provide ongoing PD.

Person Responsible

Schedule

Evidence of Completion

Plan and PD

Plan to Monitor Effectiveness of Implementation of G3.B4.S4 `7`

Review and revise school safety plan based on SESIR and infraction data.

Person Responsible

Schedule

Evidence of Completion

Revised Safety/Foundations plan.

G3.B5 CAST observations rubric limits focus on Gradual Release. `2`

`🔍 B187247`

G3.B5.S1 Principal and School-Based Leadership Team will assess gaps in strategies and knowledge of the gradual release model in order to provide specific, ongoing professional development. `4`

`🔍 S198711`

Strategy Rationale

Action Step 1 `5`

Evaluate the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Principal Notes

Action Step 2 5

Brainstorm and collaborate on areas that need to be addressed in order for teacher to master the gradual release model.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Team Notes

Action Step 3 5

Prioritize professional development and professional development materials for teachers and coaches.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Professional Development agenda, Notes, and Teacher Artifacts

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Principal will initiate a review of the gradual release model. Additionally, leadership team and coaches, will review baseline data in order to determine essential areas for teacher improvement in order to prioritize PD.

Person Responsible

Schedule

Evidence of Completion

Notes and Priority PD List

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 [7]

Review of the teacher POST CAST portal and focus group input on resources and PD.

Person Responsible

Schedule

Evidence of Completion

CAST Portal and Focus Group Notes

G3.B5.S2 Principal, Coaches, and School-Based Leadership Team will review materials and prepare ongoing professional development. [4]

🔑 S198712

Strategy Rationale

Action Step 1 [5]

Book study on Gradual Release. Create a prioritized list based on strategy 1.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Principal List, Invoices, Meeting Notes

Action Step 2 [5]

Review and prepare materials for teacher professional development on Domain 2 of the CAST rubric.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Schedule of professional development, Early release topics and agendas, List of materials to be distributed to teachers.

Action Step 3 `5`

Conduct admin/leadership team book studies, research, and review of the books/professional development materials prior to issuing to teachers.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Notes and Materials Lists

Plan to Monitor Fidelity of Implementation of G3.B5.S2 `6`

Books, PD, and Materials will be ordered, distributed and utilized in ongoing PD with teachers for classroom implementation.

Person Responsible

Schedule

Evidence of Completion

Focus Walks, Classroom Observations, PD Notes, PLC/Team Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 `7`

Discussions and review of materials. Trial various materials with groups of teachers. Determine best practices and resources for teacher development. Implement and review effectiveness.

Person Responsible

Schedule

Evidence of Completion

Teacher reflection and feedback, classroom walkthroughs, leadership team/admin minutes

G3.B5.S3 Academic Coaches and District Specialists will provide professional development, model strategies, and debrief with tiered teachers on the implementation of the gradual release model in the classroom. 4

Strategy Rationale

S198713

Action Step 1 5

Meet together to schedule and prepare early release and planning day professional development. Develop agendas, tasks, and presentations to assist teachers in acquiring the skills and knowledge needed to effectively implement the gradual release model in the classroom.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Presentations, Notes, Topics, Teacher practices and artifacts, teacher evidence including lesson plans.

Action Step 2 5

Debrief and refine professional development for teachers. Model in classrooms for teachers the strategies being implemented. Teachers will participate in focus groups to assist the leadership team in creating an agenda for the following school year.

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Notes, Updated Agenda, Focus Group Notes, Debriefs

Plan to Monitor Fidelity of Implementation of G3.B5.S3 6

Plan and provide ongoing PD to teachers on the gradual release model.

Person Responsible

Schedule

Evidence of Completion

Early release agenda, common planning agenda, observation/conference agenda, teacher focus group meeting minutes, debriefs

Plan to Monitor Effectiveness of Implementation of G3.B5.S3 7

Review PD and teacher input to determine teacher receptiveness to training. Schedule ongoing classroom observations for fidelity of implementation.

Person Responsible

Schedule

Evidence of Completion

Coaches Logs, Focus/Classroom Walkthrough Notes, Meeting Agendas

G3.B5.S4 Principal, School-Based Leadership Team, Coaches, and District Specialists will conduct a review of teacher implementation of the gradual release model as compared to the CAST Portal Data for next steps in the 2014-2015 school year. `4`

Strategy Rationale

🔑 S198714

Action Step 1 `5`

Assess based on the CAST DCPS Evaluation Portal the areas of improvement for the gradual release model.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

CAST Portal, Debrief Notes

Action Step 2 `5`

Create a prioritized list of deficits to address in ongoing professional development during the Spring of 2013-2014 Fall of 2014-2015.

Person Responsible

Christopher Begley

Schedule

Evidence of Completion

Notes and List. Revised PD Plan

Plan to Monitor Fidelity of Implementation of G3.B5.S4 `6`

Conduct middle of year and end of year review of implementation progress.

Person Responsible

Schedule

Evidence of Completion

Review Notes and Debrief Agenda

Plan to Monitor Effectiveness of Implementation of G3.B5.S4 `7`

Compare results from Mid-Year to End of Year observation and student performance data on Curriculum Guide Assessments and the FCAT 2.0. Develop a priority plan to scaffold teacher improvement in the classroom with the use of gradual release.

Person Responsible

Schedule

Evidence of Completion

Data from testing and CAST Portal Observation Data, Debrief Notes, Next Steps

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	Training on Inform to collect and analyze data.	Padgett, Barry	Evidence of a data notebook that is utilized on a daily basis.	11/2/2015 one-time	
G1.B1.S2.A1	Continued training on developing and implementing exit slips.	Dickinson, Joseph	Agenda from training.	one-time	
G1.B1.S3.A1	Develop Focus Calendar for 6th, 7th, and 8th Grade based on CGA and Digits data.	Dickinson, Joseph	Focus Calendars	one-time	
G1.B2.S1.A1	Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides.	Gottberg, Caleb	Agenda from PD	one-time	
G1.B2.S2.A1	Professional development on lesson planning using the Curriculum Guides and Lesson Guides		Agenda from PD	once	
G2.B1.S1.A1	Acquire materials for writing examples	Marion, Amanda	Writing examples	one-time	
G2.B1.S2.A1	Set agenda for the first meeting and publish agenda to content area teachers for PLC meeting	Marion, Amanda	Agenda	one-time	
G2.B2.S1.A1	Will create a PLC schedule for each quarter that identifies dates for PLC meetings and a tentative agenda for each meeting.	Gottberg, Caleb	Schedule and agenda	one-time	
G2.B2.S2.A1	Create content area specific writing examples before the first PLC meeting	Marion, Amanda	usable examples	one-time	
G2.B3.S1.A1	Attend PD through common planning times to establish expectations of writing assignment. Goals for writing implementation within daily lesson plans.	Marion, Amanda	Written expectations and writing strategies evident within lesson plans.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A1	Will establish common planning schedule for Early Release schedules	Gottberg, Caleb	Calendar schedule for ER training/ common planning	one-time	
G2.B3.S3.A1	Use topics/subjects from content areas to create examples of how to utilize writing strategies.	Marion, Amanda	List of subjects to address in writing examples	one-time	
G2.B3.S4.A1	Attend PLC's for content areas to establish norms/rituals & routines for implementing writing.	Marion, Amanda	Written norms	one-time	
G3.B4.S1.A1	Introduction of classroom management expectations during a pre-planning PD session.	Begley, Christopher	Presentation and Handouts/ Agenda	one-time	
G3.B4.S2.A1	Ongoing classroom visits focusing on classroom management.		Notes and reflections from visits.	once	
G3.B4.S3.A1	Establish teacher/mentor teams to assist in the development and implementation of effective classroom management plan.		Mentor assignment roster from Principal	once	
G3.B4.S4.A1	Designate a school Foundations Team (Safe and Civil Schools)	Gottberg, Caleb	Team Roster	one-time	
G3.B5.S1.A1	Evaluate the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.	Begley, Christopher	Principal Notes	one-time	
G3.B5.S2.A1	Book study on Gradual Release. Create a prioritized list based on strategy 1.	Gottberg, Caleb	Principal List, Invoices, Meeting Notes	one-time	
G3.B5.S3.A1	Meet together to schedule and prepare early release and planning day professional development. Develop agendas, tasks, and presentations to assist teachers in acquiring the skills and knowledge needed to effectively implement the gradual release model in the classroom.	Begley, Christopher	Presentations, Notes, Topics, Teacher practices and artifacts, teacher evidence including lesson plans.	one-time	
G3.B5.S4.A1	Assess based on the CAST DCPS Evaluation Portal the areas of improvement for the gradual release model.	Begley, Christopher	CAST Portal, Debrief Notes	one-time	
G1.B1.S1.A2	Training on using stations to differentiate instruction.	Begley, Christopher	Agenda from training.	one-time	
G1.B1.S2.A2	Continued training on using exit slip data to drive instruction on a daily basis.	Dickinson, Joseph	Agenda from training.	one-time	
G1.B1.S3.A2	Training on how to integrate focus lessons on a daily basis.	Dickinson, Joseph	Agenda from training.	one-time	
G1.B2.S1.A2	Use Curriculum guides and Lesson Guides to plan lessons on a daily basis.	Gottberg, Caleb	Lesson plans	one-time	
G1.B2.S2.A2	Using the Curriculum Guides and Lesson Guides, create lesson plans and reflect on previous lessons.		Lesson plans and reflections	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Attend monthly PLC meetings to help create additional examples for content areas.	Marion, Amanda	Content area writing examples	one-time	
G2.B1.S2.A2	Attend initial PLC meeting to collaborate with content area teachers to create content specific writing examples using topics within their unit	Marion, Amanda	Teacher created examples	one-time	
G2.B2.S1.A2	Set the agenda for the first meeting and publish the agenda for content area teachers to support implementation of instructional plan modeled.	Marion, Amanda	Agenda	one-time	
G2.B2.S2.A2	Provide professional development regarding the school wide writing strategy during PLC using the previously created examples.	Marion, Amanda	Meeting Minutes	one-time	
G2.B3.S1.A2	Design common lesson plans aligned to state standards of writing and analyze student writing data	Marion, Amanda	Writing data collected through PLC.	one-time	
G2.B3.S2.A2	Attend and facilitate common planning between content area teachers and ELA to establish expectations, goals, and data collection protocol.	Marion, Amanda	Written norms established	one-time	
G2.B3.S3.A2	Use provided models/examples to demonstrate writing strategies in class. Will create additional examples as needed.	Marion, Amanda	PowerPoint, posters, handouts with examples of content area writing .	one-time	
G2.B3.S4.A2	Plan common assignments for students to implement writing	Marion, Amanda	PLC department meeting minutes form	one-time	
G3.B4.S1.A2	Development of a research-based classroom management plan.	Begley, Christopher	Classroom Management Plan Submitted to Principal	one-time	
G3.B4.S2.A2	Collaborate and seek additional strategies within the gradual release model to complement their classroom management plan.		Team/PLC meeting minutes.	once	
G3.B4.S3.A2	Mentor/Teachers will collaborate to produce new classroom management plan.		Management Plan	once	
G3.B4.S4.A2	Revision of school safety plan	Begley, Christopher	School Safety Plan	one-time	
G3.B5.S1.A2	Brainstorm and collaborate on areas that need to be addressed in order for teacher to master the gradual release model.	Begley, Christopher	Team Notes	one-time	
G3.B5.S2.A2	Review and prepare materials for teacher professional development on Domain 2 of the CAST rubric.	Gottberg, Caleb	Schedule of professional development, Early release topics and agendas, List of materials to be distributed to teachers.	one-time	
G3.B5.S3.A2	Debrief and refine professional development for teachers. Model in	Gottberg, Caleb	Notes, Updated	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classrooms for teachers the strategies being implemented. Teachers will participate in focus groups to assist the leadership team in creating an agenda for the following school year.		Agenda, Focus Group Notes, Debriefs		
G3.B5.S4.A2	Create a prioritized list of deficits to address in ongoing professional development during the Spring of 2013-2014 Fall of 2014-2015.	Begley, Christopher	Notes and List. Revised PD Plan	one-time	
G1.B1.S3.A3	Training on pacing to accomplish all objectives within the class period.	Dickinson, Joseph	Agenda from training.	one-time	
G2.B1.S1.A3	Establish guidelines for content area PLC writing example roll out.	Marion, Amanda	Develop agenda for roll out	one-time	
G2.B1.S2.A3	Attend PLC's to monitor progress and help create additional examples of writing-type questions	Marion, Amanda	Teacher created examples	one-time	
G2.B2.S1.A3	Review calendar and agendas for the quarter to establish the new way of work, PLC norms, writing implementation and explain rationale.	Marion, Amanda	Agenda	one-time	
G2.B3.S1.A3	Collaborate to create a PD schedule to establish model lesson plans, instructional material, and assessment pieces.	Gottberg, Caleb	Professional Development schedule	one-time	
G2.B3.S2.A3	Design common lesson plans that center around state writing standards. Analyze student writing samples to collect data to determine writing fidelity	Marion, Amanda	Writing lessons and data will be documented via team meeting minutes form.	one-time	
G2.B3.S3.A3	Content area teachers will provide school based coach with topics and subjects from the subject area to create examples of how to incorporate writing.	Marion, Amanda	List of subjects to address in writing examples	one-time	
G2.B3.S4.A3	Analyze the quality of student writing and compliance to writing strategy. Determine next steps and differentiated instruction.	Marion, Amanda	Written plan for next steps and differentiated instruction.	one-time	
G3.B4.S1.A3	Recommend and schedule CHAMPS Training for New Teachers.	Begley, Christopher	Enrollment and Completion of Training	one-time	
G3.B4.S3.A3	Monitoring of new teacher classroom management plans.		Notes and reflections from visits. Debrief notes.	once	
G3.B4.S4.A3	Monitoring fidelity of implementation of the school-safety plan complementing classroom management plans.	Begley, Christopher	Reflections and Notes from Debriefs	one-time	
G3.B5.S1.A3	Prioritize professional development and professional development materials for teachers and coaches.	Begley, Christopher	Professional Development agenda, Notes, and Teacher Artifacts	one-time	
G3.B5.S2.A3	Conduct admin/leadership team book studies, research, and review of the books/professional development materials prior to issuing to teachers.	Begley, Christopher	Notes and Materials Lists	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Monitor differentiated instruction in classrooms and lesson plans	Begley, Christopher	10/27/2014	Lesson Plans and classroom observations	4/30/2015 weekly
G1.B1.S1.MA1	Data is used to create small groups and stations in the classroom to help close the gaps in student understanding.		Data notebook, lesson plans, walkthroughs.	once	
G1.B1.S1.MA1	Implement ongoing support for teachers through common planning and one on one based on needs.	Gottberg, Caleb	Data notebook that is used on a daily basis.	one-time	
G1.B2.S1.MA1	Curriculum Guide Assessment data reflects completion of all objectives within the nine week period.		CGA data	once	
G1.B2.S1.MA1	Implement ongoing support for teachers through common planning and one on one PD based on needs.		Lesson Plans and walkthroughs.	once	
G1.B1.S2.MA1	Exit slips are used on a daily basis to check for understanding and drive instruction.		Lesson plans and walkthroughs.	once	
G1.B1.S2.MA1	Develop exit slips during common planning and PLC time. Analyze exit slip data during common planning and PLC time.		Evidence of using data to drive instruction in the lesson plan.	once	
G1.B2.S2.MA1	CAST evaluations reflect highly effective in Domain 1: Planning and Preparation		CAST Evaluations	once	
G1.B2.S2.MA1	Implement coaching cycle on lesson planning based on needs.		Observations	once	
G1.B1.S3.MA1	Focus calendars are developed and prioritized based on data. Focus lessons are implemented on a daily basis.		Focus calendar, lesson plans, and walkthroughs.	once	
G1.B1.S3.MA1	Focus lessons are apparent on a daily basis in the classroom and in lesson plans.		Lesson plans and walkthroughs.	once	
G2.MA1	Lesson plans will be reviewed for implementation on writing strategies and student work will be looked at for fidelity of strategies.	Marion, Amanda	Student essays and lesson plans	one-time	
G2.B1.S1.MA1	Meet during PLC to review and revise previously created examples to check for effectiveness of writing samples.		Revised content area writing examples	once	
G2.B1.S1.MA1	Meet to review examples and discuss implementation of writing strategies. They will continue to monitor progress.		meeting minutes	once	
G2.B2.S1.MA1	Will conduct data chats using student samples. Will determine the effectiveness of the examples and lessons as well as next steps for facilitation of writing strategies.		Data collection and revised assignments	once	
G2.B2.S1.MA1	Will meet to collaborate on the long term calendar to facilitate the implementation of the school wide writing strategy. During weekly admin meetings, changes to the calendar/ schedule can be adjusted.		Revised calendar	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Develop calendar and schedule for data collection regarding PD for content are teachers.		Data Chats, Agendas and classroom observations	once	
G2.B3.S1.MA1	Collect meeting minutes from PLC's to determine the fidelity of implementation of writing PD.		Meeting Minutes form	once	
G2.B1.S2.MA1	Create and infuse assignments/ assessments with new writing-type questions using school wide writing strategies. Analysis of student work Student data from exit tickets and exit slips Assignments should show mastery of 70% of writing skill		Analysis of student work, Student data from exit tickets and exit slips Assignments should show mastery of 70% of writing skill	once	
G2.B1.S2.MA1	Meet weekly on Friday to provide updates and follow-up for progress within each content area. Implementation and fidelity of writing strategies will be monitored during these meetings.		Meeting minutes	once	
G2.B2.S2.MA1	Use teacher created assessments, exit slips, and mini assessments to monitor progress of writing strategies		Data collected from assignments and assessments	once	
G2.B2.S2.MA1	Will facilitate and monitor PLC		Agenda	once	
G2.B3.S2.MA1	Will meet monthly with PLC's to monitor effectiveness of writing goals and implementation within the curriculum.		Analysis of student work, lesson plans and common studies	once	
G2.B3.S2.MA1	Will use common planning to monitor writing strategies across the curriculum and share best practices		Powerpoints, handouts, visuals	once	
G2.B3.S3.MA1	Administrator will collect data from classroom observations to determine if writing strategies are being utilized within the curriculum.		CAST data collection	once	
G2.B3.S3.MA1	Coach will create a variety of resources for content area teachers to utilize as examples of the school wide writing plan.		PowerPoints, visuals, handouts.	once	
G2.B3.S4.MA1	Administrator will review PLC meeting minutes form to collect agenda/teacher common assignments to determine the adherence to school wide writing strategies.		PLC meeting minutes	once	
G2.B3.S4.MA1	Designate time during PLC meeting to discuss school wide writing plan and strategies using their content as a driving force.		Documentation on meeting minutes submitted to administration.	once	
G3.MA1	Professional development will be monitored, book study notes, classroom observations and lesson plans	Begley, Christopher	Lesson plans, classroom observations and book study questions	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.MA1	Review the pre-planning presentation with teachers. Observe classrooms for implementation. Use CAST for a determination of implementation of school-wide classroom management practices.		CAST Portal, Classroom Walkthroughs.	once	
G3.B4.S1.MA1	Finalize presentation of expectations to be delivered during pre-planning.		Presentation	once	
G3.B5.S1.MA1	Review of the teacher POST CAST portal and focus group input on resources and PD.		CAST Portal and Focus Group Notes	once	
G3.B5.S1.MA1	Principal will initiate a review of the gradual release model. Additionally, leadership team and coaches, will review baseline data in order to determine essential areas for teacher improvement in order to prioritize PD.		Notes and Priority PD List	once	
G3.B4.S2.MA1	During administration meetings each week along with the leadership team, review classroom focus walks and Monday classroom reviews for fidelity of classroom management. Principal will create and distribute next steps.		Admin/ Leadership Team minutes. Notes of classroom walkthroughs. Focus Walk Notes. Monday classroom element checks.	once	
G3.B4.S2.MA1	Direct a schedule of ongoing classroom observations and focus walks. Schedule		Schedule of observations	once	
G3.B5.S2.MA1	Discussions and review of materials. Trial various materials with groups of teachers. Determine best practices and resources for teacher development. Implement and review effectiveness.		Teacher reflection and feedback, classroom walkthroughs, leadership team/admin minutes	once	
G3.B5.S2.MA1	Books, PD, and Materials will be ordered, distributed and utilized in ongoing PD with teachers for classroom implementation.		Focus Walks, Classroom Observations, PD Notes, PLC/Team Meeting Minutes	once	
G3.B4.S3.MA1	Review progress of new teachers towards the implementation of CHAMPS and classroom management strategies. Revise as needed.		Meeting minutes.	once	
G3.B4.S3.MA1	Finalize the teacher/mentor teams. Roster		Roster	once	
G3.B5.S3.MA1	Review PD and teacher input to determine teacher receptiveness to training. Schedule ongoing classroom observations for fidelity of implementation.		Coaches Logs, Focus/ Classroom Walkthrough Notes, Meeting Agendas	once	
G3.B5.S3.MA1	Plan and provide ongoing PD to teachers on the gradual release model.		Early release agenda, common planning agenda,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			observation/ conference agenda, teacher focus group meeting minutes, debriefs		
G3.B4.S4.MA1	Review and revise school safety plan based on SESIR and infraction data.		Revised Safety/ Foundations plan.	once	
G3.B4.S4.MA1	Revise school-safety plan and provide ongoing PD.		Plan and PD	once	
G3.B5.S4.MA1	Compare results from Mid-Year to End of Year observation and student performance data on Curriculum Guide Assessments and the FCAT 2.0. Develop a priority plan to scaffold teacher improvement in the classroom with the use of gradual release.		Data from testing and CAST Portal Observation Data, Debrief Notes, Next Steps	once	
G3.B5.S4.MA1	Conduct middle of year and end of year review of implementation progress.		Review Notes and Debrief Agenda	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 mathematics teachers implement the district curriculum guides, and enrichment mathematics teachers implement the Digits math program with fidelity as well as refine practice in common planning, then on the Spring FSA 57% of students will be on grade level.

G1.B1 Lack of ability to use data to drive instruction

G1.B1.S1 Training on performance matters and Achieve 3000 to collect and analyze data to create small groups, stations, and focus lessons.

PD Opportunity 1

Training on Inform to collect and analyze data.

Facilitator

Math Coach

Participants

All Math Teachers

Schedule

On 11/2/2015

PD Opportunity 2

Training on using stations to differentiate instruction.

Facilitator

Math Coach

Participants

All Math Teachers

Schedule

G1.B1.S2 Training on developing and implementing exit slips to check for understanding and drive instruction on a daily basis.

PD Opportunity 1

Continued training on developing and implementing exit slips.

Facilitator

Math Coach

Participants

All Math teachers

Schedule

PD Opportunity 2

Continued training on using exit slip data to drive instruction on a daily basis.

Facilitator

Math Coach

Participants

Math Teachers

Schedule

G1.B1.S3 Create and integrate a focus calendar based on CGA, Achieve 3000, Digits, and teacher collected data.

PD Opportunity 1

Training on how to integrate focus lessons on a daily basis.

Facilitator

Math Coach

Participants

Math Teachers

Schedule

PD Opportunity 2

Training on pacing to accomplish all objectives within the class period.

Facilitator

Math Coach

Participants

Math Teachers

Schedule

G1.B2 Teacher's knowledge of the scope and sequence of CGs

G1.B2.S1 Professional Development on the scope of the Curriculum Guides and Lesson Guides

PD Opportunity 1

Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides.

Facilitator

Math Coach

Participants

Math Teacher

Schedule

PD Opportunity 2

Use Curriculum guides and Lesson Guides to plan lessons on a daily basis.

Facilitator

Gottberg

Participants

All teachers

Schedule

G1.B2.S2 Professional Development on lesson planning using the Curriculum Guides and Lesson Guides

PD Opportunity 1

Professional development on lesson planning using the Curriculum Guides and Lesson Guides

Facilitator

Math Coach

Participants

Math teachers

Schedule

G2. If all content area teachers implement writing strategies within their subjects to support Common Core text dependent writing then at least 40% of students will demonstrate proficiency on the writing portion of the Spring ELA FSA.

G2.B1 Lack of original resources and examples for specific content areas.

G2.B1.S1 District Writing Specialist and Reading coach will create content area writing examples using school wide writing strategies.

PD Opportunity 1

Establish guidelines for content area PLC writing example roll out.

Facilitator

Reading Coach

Participants

Language Arts Teachers

Schedule

G2.B1.S2 Common planning between content area teachers to create usable examples.

PD Opportunity 1

Attend initial PLC meeting to collaborate with content area teachers to create content specific writing examples using topics within their unit

Facilitator

Reading Coach

Participants

Language Arts Teacher

Schedule

G2.B2 Some content area teachers are overwhelmed.

G2.B2.S1 Create a clear plan for long term implementation and time for common planning.

PD Opportunity 1

Review calendar and agendas for the quarter to establish the new way of work, PLC norms, writing implementation and explain rationale.

Facilitator

Reading Coach

Participants

Content Area Teachers

Schedule

G2.B2.S2 Provide examples of the school wide writing strategy as it applies to a specific content area.

PD Opportunity 1

Provide professional development regarding the school wide writing strategy during PLC using the previously created examples.

Facilitator

Reading Coach

Participants

Content Area Teachers

Schedule

G2.B3 Lack of writing knowledge strategies, best practices, and differentiation.

G2.B3.S1 District Writing Specialist and Instructional Reading Coach can provide professional development for content areas specific to the subject area they teach to demonstrate planning, executing, and assessing writing in the class.

PD Opportunity 1

Attend PD through common planning times to establish expectations of writing assignment. Goals for writing implementation within daily lesson plans.

Facilitator

Reading Coach

Participants

Content Area Teachers

Schedule

PD Opportunity 2

Collaborate to create a PD schedule to establish model lesson plans, instructional material, and assessment pieces.

Facilitator

Reading Coach

Participants

Content Area Teachers

Schedule

G2.B3.S3 Develop multiple examples of content related writing across each grade level.

PD Opportunity 1

Content area teachers will provide school based coach with topics and subjects from the subject area to create examples of how to incorporate writing.

Facilitator

Reading Coach

Participants

Content Area Teachers

Schedule

G2.B3.S4 Provide time in content area PLC's to analyze and discuss student writing.

PD Opportunity 1

Analyze the quality of student writing and compliance to writing strategy. Determine next steps and differentiated instruction.

Facilitator

Reading Coach

Participants

Content Area Teachers

Schedule

G3. If all teachers implement effective differentiation strategies aligned to Common Core standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students then there will be at least a year's worth of growth on the Spring Math/ELA FSA.

G3.B4 Classroom Management is not consistent in each classroom preventing implementation of effective gradual release strategies.

G3.B4.S1 Revisit teachers' training in CHAMPS and provide ongoing PD to enhance classroom management skills.

PD Opportunity 1

Introduction of classroom management expectations during a pre-planning PD session.

Facilitator

Principal

Participants

All teachers

Schedule

PD Opportunity 2

Development of a research-based classroom management plan.

Facilitator

Participants

Schedule

PD Opportunity 3

Recommend and schedule CHAMPS Training for New Teachers.

Facilitator

District Training

Participants

All novice teachers and teachers who are weak in classroom management

Schedule

G3.B5 CAST observations rubric limits focus on Gradual Release.

G3.B5.S2 Principal, Coaches, and School-Based Leadership Team will review materials and prepare ongoing professional development.

PD Opportunity 1

Review and prepare materials for teacher professional development on Domain 2 of the CAST rubric.

Facilitator

Principal

Participants

All teachers

Schedule

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Training on Inform to collect and analyze data.	$0.00
2	G1.B1.S1.A2	Training on using stations to differentiate instruction.	$0.00
3	G1.B1.S2.A1	Continued training on developing and implementing exit slips.	$0.00
4	G1.B1.S2.A2	Continued training on using exit slip data to drive instruction on a daily basis.	$0.00
5	G1.B1.S3.A1	Develop Focus Calendar for 6th, 7th, and 8th Grade based on CGA and Digits data.	$0.00
6	G1.B1.S3.A2	Training on how to integrate focus lessons on a daily basis.	$0.00
7	G1.B1.S3.A3	Training on pacing to accomplish all objectives within the class period.	$0.00
8	G1.B2.S1.A1	Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides.	$0.00
9	G1.B2.S1.A2	Use Curriculum guides and Lesson Guides to plan lessons on a daily basis.	$200.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		District-Wide	General Fund		$200.00
		Notes: General Professional Development on CGs. (Supplies)			

10	G1.B2.S2.A1	Professional development on lesson planning using the Curriculum Guides and Lesson Guides	$0.00
11	G1.B2.S2.A2	Using the Curriculum Guides and Lesson Guides, create lesson plans and reflect on previous lessons.	$0.00
12	G2.B1.S1.A1	Acquire materials for writing examples	$0.00
13	G2.B1.S1.A2	Attend monthly PLC meetings to help create additional examples for content areas.	$0.00
14	G2.B1.S1.A3	Establish guidelines for content area PLC writing example roll out.	$0.00
15	G2.B1.S2.A1	Set agenda for the first meeting and publish agenda to content area teachers for PLC meeting	$0.00
16	G2.B1.S2.A2	Attend initial PLC meeting to collaborate with content area teachers to create content specific writing examples using topics within their unit	$0.00
17	G2.B1.S2.A3	Attend PLC's to monitor progress and help create additional examples of writing-type questions	$0.00
18	G2.B2.S1.A1	Will create a PLC schedule for each quarter that identifies dates for PLC meetings and a tentative agenda for each meeting.	$0.00

Budget Data

19	G2.B2.S1.A2	Set the agenda for the first meeting and publish the agenda for content area teachers to support implementation of instructional plan modeled.	$0.00
20	G2.B2.S1.A3	Review calendar and agendas for the quarter to establish the new way of work, PLC norms, writing implementation and explain rationale.	$0.00
21	G2.B2.S2.A1	Create content area specific writing examples before the first PLC meeting	$0.00
22	G2.B2.S2.A2	Provide professional development regarding the school wide writing strategy during PLC using the previously created examples.	$0.00
23	G2.B3.S1.A1	Attend PD through common planning times to establish expectations of writing assignment. Goals for writing implementation within daily lesson plans.	$0.00
24	G2.B3.S1.A2	Design common lesson plans aligned to state standards of writing and analyze student writing data	$0.00
25	G2.B3.S1.A3	Collaborate to create a PD schedule to establish model lesson plans, instructional material, and assessment pieces.	$0.00
26	G2.B3.S2.A1	Will establish common planning schedule for Early Release schedules	$0.00
27	G2.B3.S2.A2	Attend and facilitate common planning between content area teachers and ELA to establish expectations, goals, and data collection protocol.	$0.00
28	G2.B3.S2.A3	Design common lesson plans that center around state writing standards. Analyze student writing samples to collect data to determine writing fidelity	$0.00
29	G2.B3.S3.A1	Use topics/subjects from content areas to create examples of how to utilize writing strategies.	$0.00
30	G2.B3.S3.A2	Use provided models/examples to demonstrate writing strategies in class. Will create additional examples as needed.	$0.00
31	G2.B3.S3.A3	Content area teachers will provide school based coach with topics and subjects from the subject area to create examples of how to incorporate writing.	$0.00
32	G2.B3.S4.A1	Attend PLC's for content areas to establish norms/rituals & routines for implementing writing.	$0.00
33	G2.B3.S4.A2	Plan common assignments for students to implement writing	$0.00
34	G2.B3.S4.A3	Analyze the quality of student writing and compliance to writing strategy. Determine next steps and differentiated instruction.	$0.00
35	G3.B4.S1.A1	Introduction of classroom management expectations during a pre-planning PD session.	$0.00
36	G3.B4.S1.A2	Development of a research-based classroom management plan.	$0.00
37	G3.B4.S1.A3	Recommend and schedule CHAMPS Training for New Teachers.	$0.00
38	G3.B4.S2.A1	Ongoing classroom visits focusing on classroom management.	$0.00
39	G3.B4.S2.A2	Collaborate and seek additional strategies within the gradual release model to complement their classroom management plan.	$0.00

Budget Data

40	G3.B4.S3.A1	Establish teacher/mentor teams to assist in the development and implementation of effective classroom management plan.	$0.00
41	G3.B4.S3.A2	Mentor/Teachers will collaborate to produce new classroom management plan.	$0.00
42	G3.B4.S3.A3	Monitoring of new teacher classroom management plans.	$0.00
43	G3.B4.S4.A1	Designate a school Foundations Team (Safe and Civil Schools)	$0.00
44	G3.B4.S4.A2	Revision of school safety plan	$0.00
45	G3.B4.S4.A3	Monitoring fidelity of implementation of the school-safety plan complementing classroom management plans.	$0.00
46	G3.B5.S1.A1	Evaluate the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.	$0.00
47	G3.B5.S1.A2	Brainstorm and collaborate on areas that need to be addressed in order for teacher to master the gradual release model.	$0.00
48	G3.B5.S1.A3	Prioritize professional development and professional development materials for teachers and coaches.	$0.00
49	G3.B5.S2.A1	Book study on Gradual Release. Create a prioritized list based on strategy 1.	$0.00
50	G3.B5.S2.A2	Review and prepare materials for teacher professional development on Domain 2 of the CAST rubric.	$0.00
51	G3.B5.S2.A3	Conduct admin/leadership team book studies, research, and review of the books/professional development materials prior to issuing to teachers.	$0.00
52	G3.B5.S3.A1	Meet together to schedule and prepare early release and planning day professional development. Develop agendas, tasks, and presentations to assist teachers in acquiring the skills and knowledge needed to effectively implement the gradual release model in the classroom.	$0.00
53	G3.B5.S3.A2	Debrief and refine professional development for teachers. Model in classrooms for teachers the strategies being implemented. Teachers will participate in focus groups to assist the leadership team in creating an agenda for the following school year.	$0.00
54	G3.B5.S4.A1	Assess based on the CAST DCPS Evaluation Portal the areas of improvement for the gradual release model.	$0.00
55	G3.B5.S4.A2	Create a prioritized list of deficits to address in ongoing professional development during the Spring of 2013-2014 Fall of 2014-2015.	$0.00
		Total:	$200.00