Duval County Public Schools

Julia Landon College Preparatory & Leadership Development School

2015-16 School Improvement Plan

Julia Landon College Preparatory & Leadership Development School

1819 THACKER AVE, Jacksonville, FL 32207

http://www.duvalschools.org/landon

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	20%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

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

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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 4

Differentiated Accountability 5

Current School Status 8

8-Step Planning and Problem Solving Implementation 23

- **Goals Summary** 23
- **Goals Detail** 23
- **Action Plan for Improvement** 32

Appendix 1: Implementation Timeline 63

Appendix 2: Professional Development and Technical Assistance Outlines 69

- **Professional Development Opportunities** 70
- **Technical Assistance Items** 78

Appendix 3: Budget to Support Goals 0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Our vision at Julia Landon College Preparatory and Leadership Development School is to create college bound students with a deep commitment to public service and a true understanding of their leadership skills within the global community.

Provide the school's vision statement

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School Environment

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

Each year students complete a Gallup interest and climate survey. This survey informs teachers, administrators and staff of how students perceive the school environment. The survey information allows the school to learn about students' cultures. The school organizes multiple events to provide opportunities for teachers and students to interact outside of the classroom in order to build relationships. Students and families are given opportunities to participate in field trips that expose students to hands on educational experiences that are aligned to the comprehensive curriculum. World of Nations is an annual field trip sixth grade students attend. This field trip allows students to be immersed in various cultural activities. Seventh grade students participate in a two day overnight field trip at Driftwood in St. Simons' Island, GA in October. The eighth grade students are able to participate in a four to five day college field trip in January to tour multiple colleges and universities throughout Florida and in the southern region of the United States. Parents are invited to attend each field trip to serve as chaperones.
With only 755 students, there is a great deal of opportunity for each faculty and staff member to create lasting bonds with students and parents. Students are given a great deal of individualized attention. Families are encouraged to participate in many school-related events and it is a common occurrence for multiple siblings, cousins and family members to move through their middle school journey at Julia Landon.

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

Julia Landon creates an environment where students feel safe and respected. Before school begins, students are able to arrive to school 40 minutes early. Students are greeted every morning by familiar faces including the principal, assistant principals, security guards, teachers, and counselors. The students are assigned morning waiting areas according to each grade level. Sixth grade students wait in the gymnasium. Seventh grade students wait in the auditorium. Eighth grade students wait in the Cafeteria. Each waiting area is supervised by teachers, counselors and administrators. During the time in each waiting area students are able to socialize with their peers, study, as well as access the school counselors and administrators with questions and concerns. The students are also able to utilize the computer lab before school begins to work on class assignments. The school believes it is important to provide a safe area for all students in the mornings before school begins. During the school day, the school Julia Landon staff members ensure that all doors are locked and gates are

secure. All students and staff members wear identification cards daily. The students are aware of the safety procedures for the school and willingly follow the procedures. Teachers work to build classroom environments of high levels of respect and rapport by modeling respectful behaviors. Julia Landon works to ensure all students are supervised during school dismissal and during after school activities. The principal and assistant principals monitor the bus loading zone and car loading zone. The after school community education program is available for parents to enroll their students to ensure students have access to academic tools, tutoring opportunities and supervision after school until 5:15 p.m.The high supervision of adults after school support a safe and respectful environment for all students. Fire drills and classroom safety searches are scheduled monthly. Code Red Drills and Evacuation Drills are practiced by the faculty and students in efforts to depict foreseen circumstances requiring a coordinated response with the goal of maintaining student and staff safety. The leadership, faculty and staff prides themselves in maintaining a highly organized and structured environment with low student behavioral incident numbers, high levels of safety and ongoing, frequent methods of communication among and between all school stakeholders. The Julia Landon Emergency Management Plan may be found at http://dcps.duvalschools.org/landon.

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

Julia Landon has grade level behavioral systems in place that aid in minimizing distractions to keep students engaged during instructional time. Clear behavioral expectations are established for students. Positive Behavioral Interventions and Supports are also established for students to redirect and change negative behaviors. Efforts are being made to work with students and faculty to shift from a traditional approach of discipline and consequences to a restorative approach. The restorative approach involves practices to support the improvement of problem solving skills and strengthening positive social-emotional behaviors. Support circles, peer mediation, student accountability board, and family conferencing are multi-tiered interventions used to improve student interactions and to maximize instructional time. The Julia Landon Positive Behavior and Intervention Support (PBIS) plan may be found at http://dcps.duvalschools.org/landon.
The school has adopted new Leading Lions' Guidelines for Success. These guidelines set clear expectations for students through character building traits. Julia Landon uses the acronym of L.I.O.N.S. (Leadership, Integrity, Ownership, Noble, Stewardship) to help student remember how to promote a positive learning environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Julia Landon has two school counselors that are available for all students.The counselors present and explain individual yearly goals to the administrator, staff, and other stakeholders each year during a School Counselor Advisory Meeting. The counselors goals are planned using student discipline data, attendance data and academic data. The counselors work towards meeting their goals throughout the school year and make adjustments to goals based on input and social-emotional needs of the students. The school counselors work to build high levels of rapport with the students. The students are able to meet with the school counselors upon request. The counselors are organized with managing student needs, questions, and difficult situations while maintaining a high level of trust and respect. The counselors ensure that students adhere to a standard of behavior not only within one on one counseling interactions, but also within class, and group interactions. The school counselors also evaluate the alignment of the counseling services with both the Duval County School Counseling Plan and Florida’s School Counseling Framework to ensure the social-emotional needs of students are being met.
Julia Landon and Southside Baptist Church have formed a strong partnership to continue to strengthen our school Mentoring Program. Students who have attendance, academic, and social-

emotional needs are paired with mentors. The mentors assist the students with building confidence, learning how to behave in social settings, learning conversational techniques through one on one interaction, and even learning better study habits. The mentors meet with their mentees (Julia Landon students) on a monthly basis. The mentoring program provides students with access to another adult to assist them with coping with the demands of middle school and personal challenges.
Other programs and clubs are available for students to receive support from their peers and their teachers. Clubs including Best Buddies and Girl Talk focus on the social and emotional needs. A restorative practices class and peer mediation class is also offered as an elective at Julia Landon. In this class, students learn about problem solving strategies and peer mediation. The students are trained as peer mediators and are available to support their fellow peers with problem solving. The Julia Landon athletic program has developed Guidelines for Success that emphasize P.R.I.D.E. (Perseverance, Respect, Integrity, Determination and Encouragement) as desired character traits for student athletes. The program also has a mentoring program with the student athletes. Experienced student athletes are paired with students who are beginning athletes for football, volleyball, basketball, soccer, baseball, swimming and softball sports' seasons. The athletic mentors model and encourage leadership, sportsmanship and build a capacity of excellence within the athletic program. The mentors have been challenged to encourage their mentees both on and off the field or court.
Students enrolled in rigorous curriculum programs are often exposed to a great deal of stress. The leadership at Julia Landon believes in balancing high expectations with a great deal of support and compassion for students and their families. An open-door policy and accessibility from the principal down is the experience desired for all stakeholders.

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

Julia Landon has organized an Academic Review Committee to work collaboratively in providing students with support who display the following early warning indicators: attendance below 90 percent, grade point average below a 2.0 at the end of each quarter, one or more suspensions, course failure in English Language Arts or Mathematics, and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics. The Academic Review Committee meets after each quarter reports cards are issued to determine appropriate interventions to work with students and parents to raise grades and/or attendance.

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	0	5	2	7
One or more suspensions	0	7	5	12
Course failure in ELA or Math	1	4	2	7
Level 1 on statewide assessment	12	7	6	25

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

Indicator	Grade Level 7	Total
Students exhibiting two or more indicators	4	4

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

The Academic Review Committee will meet with students quarterly who have been identified by the early warning system. The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include facilitating a conference with the parent, student, a teacher, school counselor, truancy officer (if needed for attendance). During the conference, the students' quarterly grades will be reviewed in each of the four content area courses: English Language Arts, Mathematics, Science and Social Studies. Student data will also be reviewed during the quarterly conferences. The parents, students and teachers will each develop three goals to improve academic performance. Grades, and academic progress will be monitored during the subsequent academic quarters.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

During the summer before the 2015-2016 school year, parent focus groups were held to receive feedback on the existing systems that exist at Julia Landon and how they can be maintained or improved. From the parents' feedback, many systems were revamped to give the parents a voice in the way in which the school is run.
The principal uses the school messenger/autocall system to communicate on a weekly basis with parents. An autocall will be sent directly from the principal each Sunday evening that includes reminders, notification of events and important dates and continual suggestions of various ways in which parents can become more involved.
Parents receive a monthly parent newsletter by the last day of each month. The newsletter holds multiple messages for parents in addition to one faculty member highlight, suggestions on how to best support a middle school student and contact information for multiple people at the school.
Julia Landon promotes active participation of the principal and assistant principals at each PTSA Board Meeting and each monthly SAC meeting. These groups will be provided with multiple sources of data and information, opportunities to share opinions and suggestions and support in the work they do to support our school and our students. Both the SAC and PTSA Board will be encouraged to take a more active role during magnet recruitment season, serving as faces and voices of Julia Landon parents for potential families and students.
The principal holds monthly parent forums through a program called Fridays with Feagins where parents have the opportunity to meet with the school principal to discuss various topics.

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

Throughout the school year the Julia Landon Leadership team and PTSA collaborates with various stakeholders in the local community for the purpose of securing and utilizing resources to support the school and student achievement. The Julia Landon PTSA works strategically to communicate the vision of Julia Landon to invite businesses in the Jacksonville community to become business partners of Julia Landon. Regular communication is imperative to build stronger, sustaining partnerships with the local community. By providing the local community with a calendar of school events, testing windows and the beginning and ending of academic quarters, the community is able to determine ways they can contribute and/or participate in supporting the school. The Principal and Assistant Principal regularly attend community meetings to thank the community for their donations and support to Julia Landon.

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
Feagins, Timothy	Principal
Taylor, Talya	Assistant Principal
	Assistant Principal
Bourgholtzer, MiChelle	Teacher, K-12
Jefferson, Lisa	Administrative Support

Duties

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

Principal: Reviews all school-wide data through weekly Wednesday Leadership Data meetings and Monday Administrative Leadership Meetings, provides training and guidance to leadership and staff on the use of this data and works directly with the school counselors, test chair, assistant principals, grade level lead teachers and professional learning community lead teachers to ensure school-wide implementation, uses data to drive appropriate interventions and observes RtI interventions to determine efficacy. Oversees the Math PLC and implementation of Carnegie Math implementation within Enrichment Math courses at all three grade levels.
Assistant Principal for Curriculum/ELA PLC Liaison: Determines student placement in courses to ensure appropriate class-based levels of intervention (i.e. Tier 1, 2, 3) is in place and makes appropriate adjustments to students' schedules as determined by student data. Assesses small group and individual student needs along with Reading and ELA teachers for usage and modification of reading enrichment programs and levels. Oversees the implementation of SRA implementation and novel-based studies within all Advanced Reading Courses.
Assistant Principal/Science PLC Liaison: Facilitates and supports MTSS implementation within grade level teams and PLCs, monitors and assesses interventions through classroom visitations and serves as a communication liaison for parents and students in the MTSS process. Works with Science PLC to provide guidance and assist in developing lesson plans and tasks.
Test Chairperson/Social Studies PLC Liaison: Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as Digits, answers teachers' questions and concerns on implementation of interventions, conducts small group work

sessions with students, ensures that these interventions are data-driven and facilitates the learning and understanding of math-based interventions school-wide. Organizes school, district and state testing by adhering to testing schedules.
School Counselors: Visits PLC and Grade Level Meetings to communicate updates on MTSS-based decision making, assist ESE teacher in the collection and disaggregation of student data to support Tier 1, 2 and 3 interventions, oversee ESOL, IEPs, EPs, and 504 plans. The school counselors also serve as active members on the Academic Review Team and does quarterly grade progress monitoring.
Exceptional Education Teacher: Works daily with individual students and with small groups of students who may be moving through Tier 1 or Tier 2 interventions, works individually with any Tier 3 students, works with guidance counselors and all teachers to coordinate these interventions.
Dean/ISSP Teacher/Student Services Lead: Works daily with students displaying the need for behavioral interventions. Records tardies, absences and tracks overall attendance trends that could contribute to a students' need for behavioral MTSS interventions. Works consistently with teachers and the leadership team to determine ongoing needs for students moving through various Tiers of MTSS. The Dean/ISSP teacher assists with facilitation of restorative justice practices including the student accountability board, peer mediation and support circles.

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

FCAT Data, EOC Data, iReady, and 2015 Achieve 3000 Data provides baseline scores for initial scheduling of students. With the benefit of the Achieve 3000 reading assessment, SRA assessments for Enrichment Reading level 1 and 2 students, CGA Baselines in all core areas and ongoing CGA quarterly benchmark assessments completed at the close of each quarter. iReady math diagnostic scores places allows for administration to determine which prerequisite skills students possess which will lead to success in various math courses offered at Julia Landon College Preparatory.
New student data is reviewed on a weekly basis at both Monday Administrative Leadership Meetings (tardy data, disciplinary data) and Wednesday Leadership Data Meetings with the Assistant Principals and Test Chair (all academic student data sources). Weekly PLC Planning meetings involve use of student data sheets and analysis of this ongoing data specific to the various content areas, always with the inclusion of reading and writing as a focus. The structure of the weekly PLC meeting allows for the first 30-minutes to be dedicated to analyzing Florida Standards, data analysis, or student work analysis.
Administration conducts weekly classroom walk-throughs using a rotating schedule to ensure the consistent progress monitoring of classroom-based instruction. Lesson plans are reviewed weekly by administration. Standing agenda items for PLC include the review, analysis and use of ongoing data sources to identify trends, plan accordingly and adjust/streamline instruction for whole groups, small groups and individual students. Teachers express the need for support to the administrator who serves as the liaison for that PLC, to the PLC Lead teacher or directly to the principal. The lead then determines the need for school-based professional development using in-house expertise and/or peer visitation OR requests district-based support.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Timothy Feagins	Principal
Gary Webber	Business/Community
Fay Patsourakis	Parent
Tim Brown	Parent
Bambi Bailey	Parent
Emily Gideon	Business/Community
Gwen Eubanks	Education Support Employee
Kismet Miller	Parent
Lee Seltzer	Parent
Tim Sloan	Parent
Von Bailey	Parent
Pamela Lively	Teacher
Alecia Gray	Parent
Josie Summa	Parent
Paula Wu	Parent
Anbu Ponniah	Parent
Robin Dickenson	Parent
Bryan Gowdy	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-2015 SAC committee was involved in the evaluation of the 2014-2015 school improvement plan by reviewing the plan, participating in a problem solving process to assist the school with determining solutions for barriers identified in the school improvement plan, and providing input in the effectiveness of school goals during the mid-year review of the School Improvement Plan. Evaluation of the last year's school improvement plan by the SAC Committee occurred on: October 3, 2014. Mid-year evaluation of the School Improvement Plan by the SAC Committee occurred on: February 6, 2015.

Development of this school improvement plan

Over the course of a school year, parts of the School Improvement Plan are reviewed with SAC beginning in October. The group provides input and suggestions to the principal who utilizes this information in the creation of the School Improvement Plan for the following school year. The Julia Landon SACs have historically been very interested in documenting the programs and initiatives that assist and support the largest number of students and focus their funding decision making on this piece as well.

Preparation of the school's annual budget and plan

As of September 2015, there is $2837 available for use in School Improvement Funds. This money is not SAC specific funds, but because of the advisory role of the SAC committee, the principal would like the input of the SAC on ways to spend the funds. The SAC will evaluate the school improvement

plan to determine how the funds will be allocated to meet the goals determined in the plan. A SAC funds teacher request protocol is an established part of Julia Landon. Teachers submit a funds request to the Assistant Principal who serves as the secretary and administrative liaison to SAC. The funds requests are presented at each monthly SAC meeting. The committee discusses and votes on each fund request. Historically, even if the SAC decides not to fund the entire request, they always look for a way to support the teacher(s) by providing partial funding or brainstorming creative ways to meet the needs of the requested funding.

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

During the 2014-2015 school year, the School Advisory Council approved the following expenditures using school improvement funds: Budgeted money: $3700.64. Expenses: Student Planners - $1762.56; Two-way radios - $1312. Student planners support the School Improvement Plan giving students the capability to take ownership in their learning to improve academic performance. Two-way radios supported the School Improvement Plan allowing administration and faculty to have instant access to each other in order to maintain a safe and secure learning environment and campus.

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
Feagins, Timothy	Principal
Taylor, Talya	Assistant Principal
Fifield, Kimberly	Teacher, K-12
Gaylor, Karen	Teacher, K-12
Lively, Pam	Teacher, K-12
Mah, Erin	Teacher, K-12
Aponte, Carolyn	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The school-based Literacy Leadership Team (LLT) will meeting monthly to review the implementation of reading as well as the integration of reading across all subject areas. The primary role this year is to roll out the New Florida Standards across all grade levels. We will be providing training for the staff on all of the New Florida Standards as well as its vertical alignment throughout the school year.
The Diagnostic Assessment of Reading (DAR), FSA, iLit, and Achieve 3000 will be analyzed by the school-based LLT to help professionally develop teachers in disaggregating the results. Tiered interventions will be developed by the teachers under the guidance of the school-based LLT to ensure that all learners are provided with differentiated instruction. The school-based LLT will monitor the progress of the students through the RtI process to analyze effective interventions.
The school-based LLT will analyze reading interventions that can be used during Tier II and III

instruction to meet individual learner needs. These interventions will be introduced during the grade level RtI brainstorming sessions that will take place once per month.
Other examples of responsibilities for this team include but are not limited to:
• Integration of non-fiction text through science and social studies
• Finding parallel readings to enhance the non-fiction selections used to teach science and social studies
• DAR, iLit, and Achieve 3000 analysis and remediation
• Text complexity
• New Florida State Standards implementation

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

Common planning has been built into Julia Landon's master schedule in efforts to encourage positive working relationships between the teachers within content areas and grade levels. During common planning, teachers are able to collaborate to plan instruction to include common lesson activities, common mini-assessments, and common performance tasks. Common planning also provides teachers a platform to review a variety of student work samples using protocols and/or rubrics to determine the effectiveness of lessons; identify exemplary student work to calibrate grading expectations; calibrate student work to meet the expectations of the Standards; analyze and actively use real time data to create lessons during common planning; and group and regroup students based on data.
Peer visitations through instructional rounds are additional strategies that Julia Landon is using to encourage positive working relationships between teachers. A peer visitation schedule is provided to teachers that allows members of the Professional Learning Communities (PLCs) to conduct classroom observations on a rotating basis. During the instructional rounds, the observing teacher uses an instructional observation form the focuses on the four pillars of instruction - Fully Engaged Students, Rigorous Content, Ownership, and Demonstrating Understanding. A shared inquiry session follows the instructional rounds to allow teachers to debrief the peer visitation process during PLC common planning meetings.

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

During the 2015-2016 school year, Julia Landon has adopted the theme of T.E.A.M. (Together Everyone Achieves More). The T.E.A.M. theme encourages all teachers to work collaboratively throughout the entire school year to ensure that all members are supported through planning, delivery, and analysis of instruction. Teachers completed a professional development survey at the beginning of the school year to assist the principal in planning relevant training throughout the school year to meet each teacher's individual needs.
Teachers at Julia Landon are asked to communicate knowledge of any potential candidates for future hire to members of the school-based leadership team. The Leadership Team reviews the district teacher transfer list at the close of each school year to determine any potential openings AND to gain a pulse on the quality of candidates that could be applicants for the following school year.
Julia Landon actively participates in all district recruitment events as they are made available.
Teachers currently on staff are given consistent feedback and support from the school Leadership Team regarding instructional focus, PLC-driven collaboration, best practices and ongoing professional development.
Teachers now have the opportunity to plan with their Professional Learning Community colleagues to plan lessons, analyze data and make instructional decisions within contractual hours, something previously deemed a luxury. This additional and adjusted planning time will encourage teachers to remain in this important profession.

The school-based leadership team, comprised of the principal, two assistant principals, test chairperson and Dean are all responsible for supporting teachers and maintaining a high level of teacher retention at Julia Landon. District content specialists also provide a great deal of support, providing professional development at the school site, visiting classrooms and providing feedback both directly to teachers and to the school based leadership team. The leadership team reviewed teacher survey data from The New Teacher Project. Based on the review of the survey data, the leadership team plans to use various protocols to create open dialogue with faculty and staff members to build moral and transparency.

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

Every new teacher to Julia Landon College Preparatory will be awarded the opportunity to become acclimated to the school through various avenues. We feel that giving extra support to new teachers will help them better understand the school's culture along with its processes and procedures. New teachers will participate in monthly meetings with administration, be assigned a mentor, have the opportunity to observe other classrooms, and take part in professional development throughout the school year.
New Teacher: Leonard Whitcomb (carry over Technology); Mentor: Kristopher Beckstrom
Rationale - Mr. Beckstrom has served as School Technology Coordinator for Julia Landon College Preparatory. Mr. Beckstrom has over 15 years of teaching experience.
New Teacher: Kathryn Dobson (carry over Math); Mentor: Stacey Johnson
Rationale - Mrs. Johnson has proven success teaching mathematics at Julia Landon College Preparatory with her students consistently above the district average.
New Teacher: Megan Beane (carry over Math); Mentor: Kristie Putnal
Rationale - Mrs. Putnal has experience as a mentor teacher. Mrs. Putnal has taught mathematics at the middle school level for many years and is an expert at lesson planning.
New Teacher: Tracie Sneed (new Debate teacher); Mentor: Eleanor Hayden
Rationale - Mrs. Hayden has taught for over 30 years and brings a wealth of knowledge to the classroom.
New Teacher: Desirae Bushnell (new ELA); Mentor: PeTika Tave
Rationale - Ms. Tave is the 7th grade ELA lead and will able to support Ms. Bushnell (7th Grade ELA) throughout the entire school year with planning and implementation.
New Teacher: Tracy Greene (new to Duval County Guidance); Mentor: District school counselors
Rationale - Ms. Greene is an experienced guidance counselor. Pairing her with district guidance specialists will help her understand the procedures and protocols established by Duval County Public Schools.
The school Professional Development Facilitator, Lisa Jefferson, meets monthly with the mentors and mentees to both support their collaborative work and communicate information that she has been given from the district. Ms. Jefferson works closely with the principal to ensure that all new teachers have the correct number and duration of observations/evaluations as required in their MINT plans. The PDF and the principal also have access to the district MINT coordinator assigned to the school and have engaged in an initial meeting to date.

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

The core content area PLCs work to unpack the new Florida State Standards within common planning meetings. While unpacking standards using the item specifications, both the teachers and administrators determine the standards' assessment limits, text types, task demands, response

mechanisms, what students need to know, what students need to do to demonstrate their knowledge, and lesson activities that align to standards.
PLC work will also revolve around using the EQuiP Student Work Protocol. EQuiP allows teachers to evaluate student work at the standard level to determine if the task truly predicts the performance. Teachers use an evaluation rubric to determine if the complexity of each standard was met and if the student expectation was explicit enough to achieve mastery.

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

Julia Landon uses data to provide and differentiate instruction to meet the diverse needs of students. Student data is used to match students with appropriate teachers who have specific skill sets in working with gifted learners, English Language Learners (ELLs), exceptional education students and students who need support in reading and math. At Julia Landon, students complete baseline assessments in August and September. Common assessments are also administered quarterly throughout the school year. The quarterly assessments aid teachers in determining the pace and effectiveness of classroom instruction. Each core classroom will take a mid-year FSA/EOC assessment to monitor progress of student achievement throughout the school year. Teachers triangulate data and determine instructional classroom implications to ensure instruction is based on the needs of students.Teachers modify instruction by grouping students into small instructional groups. During small group instruction and center rotations, teachers are able to provide explicit modeling for students and gradually release students to complete independent tasks at the complexity level of the assessments. Teachers use a variety of online tools and technology mediums such as Achieve 3000, iReady, iLit, Digits, and Khan Academy to assist students having difficulty mastering the proficient and advanced levels on both district and state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,320

Development of a Saturday program through October, November, and December targeting bottom quartile students in the core accountability areas.

Strategy Rationale

Students with needs of support in reading, math, civics, and 8th grade science will have access to additional instructional time with teachers to practice working with the standards and skills needed to perform well on the state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Taylor, Talya, taylort4@duvalschools.org

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

During the 2015-2016 school year, all students testing into the bottom quartile in math and/or reading according to the 2015 FSA/EOC/FCAT Assessments will be invited and strongly advised to attend afterschool sessions prior to the Florida State Assessment and EOC timeframes. Additional students will be invited on an individual basis by teachers and the leadership team through the use of ongoing assessment data and GPA performance data.

Strategy: Extended School Day

Minutes added to school year: 21,600

Community Education is a paid-program at Julia Landon serving students each week day from dismissal to 5:15pm. Students are placed in classes with a 25:1 teacher/student ratio and given support for homework, exposure and access to necessary technology and the opportunity to work together on group projects.

Strategy Rationale

Students will be given an opportunity to extend learning each day in this after school program. It is important that certified teachers are used for each teaching position to provide extra support to students through homework assistance and group projects.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lively, Pam, livelyp1@duvalschools.org

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

Co-directors will send quarterly community education student reports to the faculty. Teachers are asked to review these attendance lists and send the directors any information that would support the work these students are doing during their time in the community education program. The co-directors also review ongoing students data recorded for all their program students to determine the levels of support needed for these students on a daily basis. Program teacher placement is also determined through grade level, ongoing data and behavioral trends.

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

All incoming 6th graders, 7th graders and 8th graders participate in a Spring Orientation in May. During this orientation, parents and students are able to become acclimated into the school culture. Parents receive valuable information on academics, extra-curricular activities, and how to communicate with the school. The students participate in a scavenger hunt and team building activities with their peers that allows them to familiarize themselves with the school building. The relationship building between teachers and students begins with this May orientation. At the end of July, a summer orientation is held for all students and families. Historically, between 70-80% of teachers teachers volunteer for the summer orientation. Students receive class schedules, and parents are able to meet the teachers that volunteer at the orientation. Incoming 6th grade girls participate in the Girl Scouts Passages program for four days in the summer. The Passages program allows the girls to familiarize themselves with the school building, ask questions about middle school to the Julia Landon Leadership Team, find their classes, practice opening their lockers, etc. All 6th grade students are scheduled into a Leadership class that focuses on Stephen Covey's 7 Habits of Highly Effective Teens. The leadership curriculum, Passages program, and orientations assist

students and families with acclimation into middle school.
Vertical academic planning occurs with greater intent due to the feeder pattern nature of current district principal and assistant principal meetings. Magnet recruitment involves the communication of preparation strategies for Julia Landon students to matriculate to Stanton College Prep, Paxon School for Advanced Studies and Darnell-Cookman School for the Medical Arts. Critical thinking strategies such as the integration of political cartoons, DBQs and socratic seminars are common-place and expected within all Reading, ELA and Social Studies classes at Julia Landon. All Julia Landon students must successfully complete High School Algebra evidenced by a passing score on the State Algebra End of Course Exam upon completion of their eighth grade year. The 8th grade students also complete a Career Inventory in History classes each year.
High School Night is scheduled each school year in December for 8th grade students and parents as well as any 7th grade families who wish to all get a jump start on preparing for the transition to high school. During the 2014-2015 High School Night, six high schools were represented throughout the evening. The high schools that attended were Stanton College Prep, Paxon School for Advanced Studies, Mandarin High School, Fletcher High School, Darnell-Cookman School of the Medical Arts, and Sandalwood High School. Julia Landon 8th grade students participate in a tour of Stanton High School and Paxon School of the Advanced Studies each year in January. Students who are accepted into high school acceleration programs including Advanced Placement, International Baccalaureate, Early College, and AICE are honored by representatives of respective high schools during the Julia Landon Acceleration Celebration. Strong partnerships have been built between Julia Landon and feeder schools to provide both academic and social-emotional support to outgoing cohorts of students.

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

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

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

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

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 daily instruction includes rigorous tasks which facilitate high levels of student engagement, understanding, and ownership, then student achievement will increase in all core areas.

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met.

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas.

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 daily instruction includes rigorous tasks which facilitate high levels of student engagement, understanding, and ownership, then student achievement will increase in all core areas. 1a

G071852

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0
Civics EOC Pass	93.0
Algebra I FSA EOC Pass Rate	87.0

Resources Available to Support the Goal 2

- Teacher Expertise
- STEAM Books
- Courtyard Microclimate Studies
- Virtual Nerd
- Knowledge and Experience
- Peer Collaboration
- Carnegie for 6th and 7th grade
- Math XL
- Class time
- Guided notes
- CPALMS
- Curriculum Guides
- Content Limits
- Technology
- Focus
- iReady
- Algebra and Geometry Baselines
- Florida Standards Assessment data
- Parents
- Novels
- Common Planning
- Consumable Texts
- PLC Collaboration
- Professional Organizations
- Grant Money
- NEFRSEF
- Florida State Standards

Targeted Barriers to Achieving the Goal 3

- Teacher pacing based on students' needs
- Teacher knowledge of technology
- Recognizes Low Level Readers
- Student Ownership of Work
- Balancing Rigor with Pacing with Teachers
- Teacher Knowledge of content limits

Plan to Monitor Progress Toward G1. 8

Teachers will analyze science lab reports observing the use of academic vocabulary to effectively summarize findings and evidence of proving or disproving their hypothesis.

Person Responsible
Carolyn Aponte

Schedule
Monthly, from 10/19/2015 to 5/23/2016

Evidence of Completion
Science Lab Reports

Plan to Monitor Progress Toward G1. 8

Science Investigations and Lab Reports; EQuiP Student Work Protocol

Person Responsible
Carolyn Aponte

Schedule
Quarterly, from 11/16/2015 to 5/30/2016

Evidence of Completion
EQuiP Student Work Protocol will be used to determine is students met the standard taught through lab reports.

Plan to Monitor Progress Toward G1. 8

Data from teacher created common assessments; EQuiP Student Work Protocol

Person Responsible
Timothy Feagins

Schedule
Quarterly, from 10/6/2015 to 6/10/2016

Evidence of Completion
Copies of the EQuiP Student Work Protocol, Teacher created common assessments, Data Collection Forms

Plan to Monitor Progress Toward G1. 8

Student writing samples; Common assessment/assignment data; Equip Student Work Protocol

Person Responsible
Talya Taylor

Schedule
Every 3 Weeks, from 9/28/2015 to 6/10/2016

Evidence of Completion
Data Analysis Template; Student Work; Equip Student Work Protocol

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met. 1a

G071853

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0
Civics EOC Pass	93.0
Algebra I FSA EOC Pass Rate	87.0

Resources Available to Support the Goal 2

- Technology
- iReady
- Math XL
- Algebra Nation
- Digits
- Guided Notes
- Virtual Nerd
- Carnegie
- Grouping based on data
- Enrichment classes
- ESE Facilitator
- Teacher knowledge and experience
- PLC Collaboration
- District Monthly Training
- Curriculum Guide
- Achieve 3000 Stretch Article
- News ELA
- ReadWriteThink.org
- Achieve Lexile Data
- 90-minute period
- Teacher Editions
- Focus Lessons
- Item Specifications
- Essential lab materials

Targeted Barriers to Achieving the Goal 3

- Inventing new centers and collaboration for students
- Lack of Professional Development for Teachers

- Student Resources to Reteach Concepts
- Finding meaningful differentiated instructional tasks and materials
- Lack of teacher knowledge of best practices to facilitate small group instruction

Plan to Monitor Progress Toward G2. 8

Teacher lesson plans, data analysis documents, & classroom walk through data

Person Responsible
Timothy Feagins

Schedule
Weekly, from 10/6/2015 to 6/10/2016

Evidence of Completion
Classroom walk-through forms, data analysis documents, teacher lesson plans

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Assessment Item Analysis

Person Responsible
Carolyn Aponte

Schedule
Monthly, from 11/2/2015 to 5/30/2016

Evidence of Completion
Data Analysis Protocol

Plan to Monitor Progress Toward G2. 8

Instructional rounds focus feedback forms will be completed by each teacher during each walk and specific debriefing sessions will take place with all participants.

Person Responsible
Carolyn Aponte

Schedule
Monthly, from 11/16/2015 to 5/16/2016

Evidence of Completion
Instructional rounds feedback forms

Plan to Monitor Progress Toward G2. 8

Classroom Observational data from administrators and instructional specialists; Data Analysis Template; Student Assessment Data

Person Responsible
Talya Taylor

Schedule
Biweekly, from 10/12/2015 to 6/10/2016

Evidence of Completion
Student Scrimmage Data; Feedback Forms

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas. 1a

G071854

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0
Civics EOC Pass	93.0
Algebra I FSA EOC Pass Rate	87.0

Resources Available to Support the Goal 2

- Laptops/Technology
- Consumable Workbooks
- Achieve 3000
- Gifted Certified Teachers
- DVDs/Videos
- Project Based Assessments/PBAs
- Digits for all students
- Realize: independent assignments and instruction
- Algebra Nation
- ESE school facilitator
- Baseline data
- iReady data
- Guided notes
- Student companion
- Gizmos
- Leadership Classes
- Visual Arts Integration
- PLC Collaboration
- Achieve 3000
- Curriculum Guides
- Textbooks
- Colleagues
- Internet Resources
- Students

Targeted Barriers to Achieving the Goal 3

- Varying interest levels and background knowledge of students
- Lack of technology training for teachers

- Teaching more than one prep
- Lack of Student Ownership
- Lack of teacher knowledge of how to differentiate instruction
- Lack of supplemental materials to differentiate instruction and develop student-led centers
- Quality of Teacher Professional Development

Plan to Monitor Progress Toward G3. 8

The data that will be collected will include mid-unit assessment data, student work, FSA Scrimmage data, Achieve Level Set Lexile Data, and informal observational data.

Person Responsible
Talya Taylor

Schedule
Biweekly, from 10/1/2015 to 6/10/2016

Evidence of Completion
Weekly Minutes from Administrator Meetings, Performance Matters Data, Completed Coach/ Teacher Data Form

Plan to Monitor Progress Toward G3. 8

Classroom walk-through data highlighting areas in which technology was used to assist in differentiation.

Person Responsible
Timothy Feagins

Schedule
Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion
Classroom walkthrough feedback form

Plan to Monitor Progress Toward G3. 8

Science unit assessment item analysis forms

Person Responsible
Carolyn Aponte

Schedule
Every 6 Weeks, from 11/2/2015 to 5/30/2016

Evidence of Completion
Data Item Analysis Form

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 daily instruction includes rigorous tasks which facilitate high levels of student engagement, understanding, and ownership, then student achievement will increase in all core areas. 1

G071852

G1.B1 Teacher pacing based on students' needs 2

B187326

G1.B1.S1 Develop and utilize common assessments to determine pacing and have data chats in Professional Learning Community meetings. 4

S198794

Strategy Rationale

Ownership of student assessment to help facilitate collaborative chats to adjust teaching strategies

Action Step 1 5

Teachers will create common assessments based on the standards to determine where remediation is needed or opportunities to move more quickly exist.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

The PLC lead will collect copies of common assessments created by the teams. Teachers will disaggregate the data using the data collection form to determine small groups for instruction and the need for remediation. This data will lead subject area discussions regarding planning and pacing.

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

The administrator in charge will attend the weekly PLC meetings. In addition to attending the weekly PLC meetings, the administrator in charge of the PLC will meet with the PLC lead teacher to discuss the progress and assist in preparing for the following week's meeting weekly. The weekly work products produced by the teams will be monitored for rigor and alignment to the standards.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

A copy of the weekly PLC agendas will be collected before the meeting. The work products produced by the teachers during the PLC; common assessments, data collection forms, common lesson plans, equip student work protocol documents, and notes from the meetings.

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

Classes will be monitored for adherence to the curriculum guides as developed by the district. Any deviation from the curriculum guide will need to be explained using the data from the common assessments.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Classroom walk-through forms

G1.B5 Teacher knowledge of technology 2

B187330

G1.B5.S1 Language Arts teachers will participate in training, professional development as well as collaborate with colleagues at the school and within the district. 4

S198797

Strategy Rationale

Increasing teacher knowledge of technology will assist in the facilitation of instruction with high levels of rigor.

Action Step 1 5

Language Arts teachers will schedule time to collaborate with teachers at the school to learn how to use Unify, clickers and the interactive TV.

Person Responsible

Talya Taylor

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Assessments created in Unify; Assignments that require the use of Clickers; Observational Data; Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Language Arts teachers will participate in Instructional Rounding to see the implementation of lessons that incorporate the use of technology. Administrators will conduct data chats from the results of common assessments created in Unify.

Person Responsible

Talya Taylor

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

The products may include, but are not limited to, Common Assessments, Data Analysis Template, Professional Development Agendas, Lesson Plans, Student Work

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Classroom Observations, Mid-Year Scrimmage Data, and the Use of the Equip Student Work Protocol

Person Responsible

Talya Taylor

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Classroom Walk-through Forms, Google Documents noting classroom observations and next steps, Lesson Plans, Student Work, Completed Equip Student Work Protocol Documents

G1.B9 Recognizes Low Level Readers 2

B187334

G1.B9.S1 Utilize Achieve 3000 articles to increase the Lexile levels of non-fiction text for all students. Implement reading strategies into science articles. 4

S198798

Strategy Rationale

High level of vocabulary is present in all science materials. Students need to be able to use this vocabulary proficiently in lab reports and evaluation.

Action Step 1 5

Incorporate reading strategies (vocabulary, cause/effect, non-fiction graphic organizers, interpretting, question analysis) in the science classroom.

Person Responsible

Carolyn Aponte

Schedule

Biweekly, from 9/28/2015 to 5/30/2016

Evidence of Completion

Evidence of reading strategies being used by students in their daily work (labs, articles, etc.)

Action Step 2 5

Incorporate Achieve 3000 technology centers into the science classroom. Utilize Achieve 3000 stretch article to reinforce science concepts.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 9/28/2015 to 5/30/2016

Evidence of Completion

Achieve 3000 student reports

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Weekly PLC meetings with science department to reflect on implementation of reading strategies in the science classroom.

Person Responsible

Carolyn Aponte

Schedule

Weekly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Lesson Plans; Achieve 3000 reports

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Analyze student work (science lab reports, Achieve 3000 activities) using the EQuiP Student Work Protocol

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 10/19/2015 to 5/30/2016

Evidence of Completion

EQuiP Student Work Protocol analysis

G1.B11 Student Ownership of Work 2

B187336

G1.B11.S1 Build foundation knowledge through use of the Scientific Method in all science classes to promote student ownership of learning. 4

S198799

Strategy Rationale

Student lab reports will be used to assess student knowledge of the science investigation. Student ownership through proving or disproving their hypothesis will be accompanied with a rubric for students to use for self-evaluation.

Action Step 1 5

Develop a common rubric for science lab reports that will be used by students and teachers to evaluate.

Person Responsible

Carolyn Aponte

Schedule

Evidence of Completion

Science Lab Report Rubric

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Students will self-evaluate their lab reports using the developed rubrics. Teachers will evaluate student performance of scientific method through rubric.

Person Responsible

Carolyn Aponte

Schedule

Weekly, from 10/26/2015 to 5/30/2016

Evidence of Completion

Self-Evaluated Science Lab Report Rubric

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Classroom walkthrough by administrator observing student use of lab report rubrics.

Person Responsible

Carolyn Aponte

Schedule

Weekly, from 10/26/2015 to 5/30/2016

Evidence of Completion

Self-evaluated Science Lab Report Rubric

G1.B13 Balancing Rigor with Pacing with Teachers 2

B187338

G1.B13.S1 Language Arts teachers will develop and implement rigorous tasks that align to the English Language Arts Florida State Standards. 4

S198800

Strategy Rationale

Students will be able to demonstrate their understanding of English Language Arts Florida State Standards by completing rigorous tasks that require students to think deeply, critically and creatively.

Action Step 1 5

Language Arts teachers will unpack the standards using item specifications to determine what students should know and be able to do.

Person Responsible

Talya Taylor

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Completed Standards Analysis Template; Lesson Plans

Action Step 2 5

Language Arts teachers will use the Florida State Assessment Informative/Explanatory and Argumentation Rubric to teach, assign and evaluate student written responses to text.

Person Responsible

Talya Taylor

Schedule

Every 3 Weeks, from 10/21/2015 to 5/6/2016

Evidence of Completion

Student Work; Student Writing Samples; Lesson Plans

Action Step 3 5

Language Arts teachers will evaluate student work to determine if the work meets the standard using the Equip Student Work Protocol.

Person Responsible

Talya Taylor

Schedule

Biweekly, from 10/21/2015 to 6/10/2016

Evidence of Completion

Student Work; Equip Student Work Protocol

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Evaluation of Lesson Plans; Student Work Analysis; Common assessment/assignment data analysis

Person Responsible

Talya Taylor

Schedule

Biweekly, from 10/21/2015 to 6/10/2016

Evidence of Completion

Classroom Walk-Through Forms; Standards Analysis Template; Equip Student Work Protocol

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Administrator and Instructional specialists will support teachers during PLC meetings and classroom observations in implementing tasks that are rigorous and aligned to the standards indicated in the curriculum guides.

Person Responsible

Talya Taylor

Schedule

Biweekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Student Assignments; Lesson Plans; Classroom Observation Forms

G1.B14 Teacher Knowledge of content limits 2

B187339

G1.B14.S1 Peer collaboration utilizing CPALMs in conjunction with the Curriculum Guides to balance pacing and rigor 4

S198801

Strategy Rationale

Through peer collaboration around CPALMs and the curriculum guides, we can ensure that all teachers are aware of the depth of the standards.

Action Step 1 5

Math teachers will meet in Professional Learning Communities to discuss the content limits and item specifications of each of the standards and plan lessons that meet the depth of the standards.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Action Step 2 5

Teachers will meet in common planning to discuss the content limits of each of the standards and plan lessons that meet the depth of the standards.

Person Responsible

Kristie Putnal

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

The administrator for math with attend the weekly meetings. The weekly agenda will be reviewed to ensure that time is allotted to review the item specifications and standards. Lesson plans will be viewed to determine that planned lessons align to the content limits.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Weekly agendas, common lesson plans, common assessments

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

The EQuiP Student Work Protocol will be used to verify that tasks are meeting all portions of the standards at an appropriate level of rigor.

Person Responsible

Timothy Feagins

Schedule

Monthly, from 10/6/2015 to 6/10/2016

Evidence of Completion

EQuiP Student Work Protocol documentation

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met. 1

G071853

G2.B5 Inventing new centers and collaboration for students 2

B187344

G2.B5.S1 Professional development on centers and differentiation 4

S198802

Strategy Rationale

By increasing teacher knowledge and understanding of centers and differentiation, teachers will be able to effectively implement differentiated instruction.

Action Step 1 5

Teachers will receive professional development on centers, rotation, and differentiated instruction to assist teachers in understanding how to meet the needs of all students.

Person Responsible

Schedule

On 6/10/2016

Evidence of Completion

Professional development agenda related to differentiation

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

After implementation of the professional development, teacher lesson plans will be monitored for the implementation of differentiated instruction in the classroom.

Person Responsible

Timothy Feagins

Schedule

Biweekly, from 10/6/2015 to 6/10/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teacher lesson plans and classroom instruction will be monitored for implementation of differentiated instruction.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Teacher lesson plans and Data Analysis Documents will be collected to show that instruction is being differentiated for all learners within the classroom.

G2.B6 Lack of Professional Development for Teachers 2

B187345

G2.B6.S1 Science teachers will attend weekly Professional Learning Communities meeting to acquire the latest research-based strategies to provide targeted instruction to all students. 4

S198803

Strategy Rationale

Students are learning the scientific concepts at varying rates. Providing teacher-led small group instruction will allow teachers to reach all learners at the level in which they are proficient.

Action Step 1 5

Teachers will use data to group students during PLC sessions for targeted small group instruction on benchmarks that are not proficient.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 10/12/2015 to 5/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Teachers will use the data analysis protocol to analyze progress monitoring data to determine if progress is made on deficient standards.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 10/26/2015 to 5/30/2016

Evidence of Completion

Data Analysis Protocol

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Common assessments will be developed around each science standard to monitor the progress of proficiency for each student.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 11/2/2015 to 5/30/2016

Evidence of Completion

Progress Monitoring Assessment Item Analysis

G2.B7 Student Resources to Reteach Concepts 2

B187346

G2.B7.S1 Network with other middle school science teachers and observe them teaching to gather more resources and ideas on how to reteach scientific concepts. 4

S198804

Strategy Rationale

Build a bank of activities, tasks, and resources to help students understand the level of expectation for each science standard.

Action Step 1 5

Conduct instructional walks in other science classrooms to observe remediation strategies and resources used in the classroom that can be implemented in own classroom.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 11/2/2015 to 5/30/2016

Evidence of Completion

Instructional walk focus forms

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Lesson studies will be conducted during Science PLC around new resources to reteach science benchmarks

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 11/9/2015 to 5/16/2016

Evidence of Completion

Teacher led small group lesson plans will be reviewed to determine effectiveness of small group instruction.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Teachers will perform instructional rounds at the school level to support each other's learning and give constructive feedback.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 11/16/2015 to 5/30/2016

Evidence of Completion

Instructional rounds focus feedback forms

G2.B10 Finding meaningful differentiated instructional tasks and materials 2

B187349

G2.B10.S1 Using the Curriculum Guide, collaborating with colleagues and dividing tasks based on the strengths of the teachers to find meaningful tasks that are differentiated and the materials to use to implement those tasks. 4

S198805

Strategy Rationale

Small group instruction will be targeted based on individual student data. The tasks and materials that teachers use can be differentiated based on the instructional needs of the students according to the data.

Action Step 1 5

Language Arts Teachers will collaborate to create lessons, assignments and projects that are differentiated during Professional Learning Community common planning.

Person Responsible

Talya Taylor

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Common Planning Agendas; Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Administrators will work alongside Language Arts teachers to support teachers in creating meaningful tasks, analyzing student work and guiding teachers to explore best practices using a variety of adult learning protocols.

Person Responsible

Talya Taylor

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Lesson Plans; Differentiated Assignments; Protocol Minutes

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Maintaining Agendas and Minutes of PLC common planning meetings; Classroom walk-through forms

Person Responsible

Talya Taylor

Schedule

Biweekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Maintaining Agendas and Minutes of PLC common planning meetings; Classroom walk-through forms

G2.B11 Lack of teacher knowledge of best practices to facilitate small group instruction 2

B187350

G2.B11.S1 Language Arts teachers will participate in ongoing, interactive training that includes modeling and demonstrations on establishing rituals and routines and delivering targeted, data driven small group instruction. 4

S198806

Strategy Rationale

Language Arts teachers will learn instructional strategies, how to analyze student data to create flexible grouping and how to plan small group lessons to meet the needs of learners in all classrooms.

Action Step 1 5

Language Arts Teachers will analyze data to determine flexible grouping for students.

Person Responsible

Talya Taylor

Schedule

Biweekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Data Analysis Template; Lesson Plans

Action Step 2 5

Language Arts teachers will actively participate in Professional Development on Small Group Instruction.

Person Responsible

Talya Taylor

Schedule

Quarterly, from 10/7/2015 to 6/10/2016

Evidence of Completion

Professional Reading on Small Group Instruction; Professional Development Agenda; Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B11.S1 6

Language Arts teachers will work in small groups during professional development to learn best practices for implementing teacher led groups in Language Arts classrooms.

Person Responsible

Talya Taylor

Schedule

Every 6 Weeks, from 10/7/2015 to 2/24/2016

Evidence of Completion

Classroom Observations; Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B11.S1 7

Visits from the Instructional Specialist to provide feedback on teacher led small group instruction.

Person Responsible

Talya Taylor

Schedule

Monthly, from 10/12/2015 to 6/3/2016

Evidence of Completion

Classroom Observation Notes

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas. 1

G071854

G3.B1 Varying interest levels and background knowledge of students 2

B187353

G3.B1.S1 Utilize content-centered Achieve articles. 4

S198807

Strategy Rationale

Increase Lexile levels to lead to higher comprehension of content.

Action Step 1 5

Social Studies teachers will assign monthly content-related Achieve articles.

Person Responsible

Lisa Jefferson

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Data usage reports in Achieve.

Action Step 2 5

Social Studies teachers will integrate gallery walks, socratic circles, and student debates in their lessons.

Person Responsible

Lisa Jefferson

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Classroom observations, walk-throughs, PLC agendas, lesson plans, student work

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

Data for each Social Studies teacher student utilization will be pulled from Achieve.

Person Responsible

Lisa Jefferson

Schedule

Monthly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Student article completion data.

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

A review of student data will indicate if teachers are assigning a minimum of one article monthly.

Person Responsible

Lisa Jefferson

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Achieve data reports

G3.B1.S2 Incorporate small group instruction, gallery walks, Socratic circles, and debates. 4

S198808

Strategy Rationale

Emphasizes student ownership of material by promoting responsibility, encourages student lead collaboration.

Action Step 1 5

Provide professional development on lesson planning and appropriate resource selection.

Person Responsible

Lisa Jefferson

Schedule

Monthly, from 10/7/2015 to 5/30/2016

Evidence of Completion

Classroom observations, walk-throughs, PLC agendas, attendance, lesson plans, student work

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans will indicate the use of gallery walks, Socratic circles, and debates.

Person Responsible

Lisa Jefferson

Schedule

Daily, from 10/1/2015 to 6/6/2016

Evidence of Completion

Lesson plans, walk-throughs, CAST observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Facilitate and Monitor PLCs to ensure teachers understand how to implement gallery walks, Socratic circles, and debates.

Person Responsible

Lisa Jefferson

Schedule

Weekly, from 10/1/2015 to 6/6/2016

Evidence of Completion

Lesson plans, walkthroughs, CAST observations

G3.B8 Lack of technology training for teachers 2

B187360

G3.B8.S1 Lack of experience with different options for differentiation within the classroom will require training for teachers. 4

S198811

Strategy Rationale

Better utilization of technology will allow for more differentiation.

Action Step 1 5

Schedule time for the district math specialist to come and give training on the various options for students to use technology to enhance the classroom.

Person Responsible

Timothy Feagins

Schedule

Quarterly, from 10/13/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

PLC Meeting Agendas will be maintained.

Person Responsible

Kristie Putnal

Schedule

Monthly, from 10/13/2015 to 6/10/2016

Evidence of Completion

PLC Agendas

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

Classroom walk-throughs will be completed to verify the usage of technology in rotations and centers.

Person Responsible

Timothy Feagins

Schedule

Monthly, from 10/13/2015 to 6/10/2016

Evidence of Completion

Classroom Walk-Through forms

G3.B9 Teaching more than one prep 2

B187361

G3.B9.S1 Utilize PLC meeting time for effective planning 4

S198812

Strategy Rationale

By using PLC time to plan, teachers can use the groups knowledge to help prepare lessons for multiple preps.

Action Step 1 5

The PLC will meet weekly to plan and look at data.

Person Responsible

Kristie Putnal

Schedule

Weekly, from 9/22/2015 to 6/10/2016

Evidence of Completion

Meeting agendas, Lesson plans, common assessments, data collection documents

Plan to Monitor Fidelity of Implementation of G3.B9.S1 6

Meeting agendas will be collected along with work products created or completed by the math PLC.

Person Responsible

Timothy Feagins

Schedule

Weekly, from 9/22/2015 to 6/10/2016

Evidence of Completion

Meeting agendas, lesson plans, and data collection documents

Plan to Monitor Effectiveness of Implementation of G3.B9.S1 7

Administration will attend weekly PLC meetings

Person Responsible

Timothy Feagins

Schedule

Weekly, from 9/22/2015 to 6/10/2016

Evidence of Completion

Meeting agendas and lesson plans

G3.B10 Lack of Student Ownership 2

B187362

G3.B10.S1 Teachers will develop student centers that meet the students at their level of mastery in order to provide them with scaffolded activities that advances learning. 4

S198813

Strategy Rationale

All students are at different levels of mastery with the Florida Standards. Providing differentiated learning centers allows for students to work every day on tasks that will advance their learning.

Action Step 1 5

Use Data Analysis Protocol to group students based on proficiency of standards and provide tasks that will help students increase individual levels of proficiency.

Person Responsible

Carolyn Aponte

Schedule

Quarterly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Student groups based on data from assessments throughout the school year.

Plan to Monitor Fidelity of Implementation of G3.B10.S1 6

Classroom walkthroughs will be conducted by administration to observe the effectiveness of the student groups as well as the tasks required.

Person Responsible

Carolyn Aponte

Schedule

Weekly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Classroom walkthrough feedback forms

Plan to Monitor Effectiveness of Implementation of G3.B10.S1 7

Teachers will debrief on student groups and centers planned during each PLC meeting at the beginning of each week. Lesson plans and student groups will be altered based on conversations amongst teachers.

Person Responsible

Carolyn Aponte

Schedule

Biweekly, from 10/19/2015 to 5/30/2016

Evidence of Completion

Lesson plans with student groups identified by data and tasks

G3.B11 Lack of teacher knowledge of how to differentiate instruction 2

B187363

G3.B11.S1 Language Arts teachers will participate in hands-on, interactive, and practical professional learning workshops to gain sound knowledge on what differentiated instruction is, and how to implement differentiated instruction in the classroom. 4

S198814

Strategy Rationale

In order to increase student performance through differentiated instruction, teachers need ongoing training to improved how to effectively use differentiated instruction in the classroom.

Action Step 1 5

Language Arts teachers will actively participate in professional learning training that centers on Differentiated Instruction.

Person Responsible

Talya Taylor

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Professional Learning Agenda and Sign In, Differentiated Activities Completed by Students

Action Step 2 5

Language Arts teachers will deliver differentiated lessons in the classroom using the strategies and best practices learned during the differentiated instruction professional learning training.

Person Responsible

Talya Taylor

Schedule

Daily, from 10/1/2015 to 6/10/2016

Evidence of Completion

Lesson Plan, Student Work, Observational Notes

Action Step 3 5

Language Arts teachers will use Equip Student Work Protocol to analyze the completed differentiated student work during PLC work.

Person Responsible

Talya Taylor

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Completed Equip Student Work Protocol Document

Plan to Monitor Fidelity of Implementation of G3.B11.S1 6

Administrators will assist with implementing the differentiated instruction training with fidelity. Administrators will review teacher lesson plans that incorporated differentiated student led activities and observe these lessons being implemented. Administrators will facilitate the completion of the Equip student work protocol during common planning meetings with Professional Learning Communities.

Person Responsible

Talya Taylor

Schedule

Biweekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Administrator Observation Notes, Lesson Plans, Completed Equip Student Work Protocol Documents

Plan to Monitor Effectiveness of Implementation of G3.B11.S1 7

Teachers will use the Data Analysis template to monitor the progress of students towards mastery of standards. Teachers and administrators will have data chats using the Coach/Teacher Data Chat Form to analyze data to monitor the effectiveness of differentiated instruction.

Person Responsible

Talya Taylor

Schedule

Every 3 Weeks, from 10/15/2015 to 6/10/2016

Evidence of Completion

Data Analysis Template, Coach/Teacher Data Chat Form

G3.B13 Lack of supplemental materials to differentiate instruction and develop student-led centers 2

B187365

G3.B13.S1 Language Arts teachers will use online resources, curriculum guide resources and colleagues to access materials to use for scaffolding and differentiating instruction based on data that indicates student needs. 4

S198815

Strategy Rationale

Students will receive targeted tasks that have been developed by teachers to meet their individual instructional needs. Student learning achievement will show progress towards meeting grade level standards.

Action Step 1 5

Language Arts teachers will use the resources and materials provided in the ELA Curriculum Guides to develop differentiated tasks for students based on student data.

Person Responsible

Talya Taylor

Schedule

On 6/10/2016

Evidence of Completion

Lesson Plans, Curriculum Guide Resources

Action Step 2 5

Language Arts teachers will access online resources on CPALMS that include but are not limited to, lesson plans, differentiated activities, standard item specifications and student tasks to differentiate instruction based on student needs.

Person Responsible

Talya Taylor

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Student Work

Plan to Monitor Fidelity of Implementation of G3.B13.S1 6

During weekly common planning meetings, teachers will share resources discovered on the ELA curriculum guide, CPALMS and other resources with colleagues and administrator.

Person Responsible

Talya Taylor

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Common Planning Agenda, Student Work

Plan to Monitor Effectiveness of Implementation of G3.B13.S1 7

Language Arts teachers will monitor the level of student engagement, student ownership and how students demonstrate their understanding during differentiated classroom lessons. The completed student work will assist with teachers determining if the resources and materials used in the differentiated lesson facilitated student learning.

Person Responsible

Talya Taylor

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

G3.B14 Quality of Teacher Professional Development 2

B187366

G3.B14.S1 Proactively seeking richer Science Professional Development activities through partner schools in the district to gain a better knowledge of differentiated instruction and student led activities. 4

S198816

Strategy Rationale

Work with partner schools that serve similar demographics of students to learn from each other on how to effectively increase student performance through differentiated instruction and student led activities.

Action Step 1 5

Visit partner schools to observe differentiated instruction and student led activities in the science classroom.

Person Responsible

Carolyn Aponte

Schedule

Quarterly, from 11/23/2015 to 5/9/2016

Evidence of Completion

Instructional focus walk reflection form

Plan to Monitor Fidelity of Implementation of G3.B14.S1 6

Classroom walkthroughs in each other classroom will be conducted in the form of instructional rounds to give feedback and support each other's instruction and development of student led centers.

Person Responsible

Carolyn Aponte

Schedule

Monthly, from 11/23/2015 to 5/30/2016

Evidence of Completion

Instructional rounds feedback focus walk forms

Plan to Monitor Effectiveness of Implementation of G3.B14.S1 7

Revisit student groupings as well as differentiated learning tasks planned during Science PLC

Person Responsible

Carolyn Aponte

Schedule

Weekly, from 10/19/2015 to 5/30/2016

Evidence of Completion

Science lesson plans that incorporate differentiated learning tasks as well as student led activities.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will create common assessments based on the standards to determine where remediation is needed or opportunities to move more quickly exist.	Putnal, Kristie	10/6/2015	The PLC lead will collect copies of common assessments created by the teams. Teachers will disaggregate the data using the data collection form to determine small groups for instruction and the need for remediation. This data will lead subject area discussions regarding planning and pacing.	6/10/2016 weekly
G1.B5.S1.A1	Language Arts teachers will schedule time to collaborate with teachers at the school to learn how to use Unify, clickers and the interactive TV.	Taylor, Talya	9/1/2015	Assessments created in Unify; Assignments that require the use of Clickers; Observational Data; Teacher lesson plans	6/10/2016 monthly
G1.B9.S1.A1	Incorporate reading strategies (vocabulary, cause/effect, non-fiction graphic organizers, interpretting, question analysis) in the science classroom.	Aponte, Carolyn	9/28/2015	Evidence of reading strategies being used by students in their daily work (labs, articles, etc.)	5/30/2016 biweekly
G1.B11.S1.A1	Develop a common rubric for science lab reports that will be used by students and teachers to evaluate.	Aponte, Carolyn	10/19/2015	Science Lab Report Rubric	one-time
G1.B13.S1.A1	Language Arts teachers will unpack the standards using item specifications to determine what students should know and be able to do.	Taylor, Talya	8/31/2015	Completed Standards Analysis Template; Lesson Plans	6/10/2016 weekly
G1.B14.S1.A1	Math teachers will meet in Professional Learning Communities to discuss the content limits and item specifications of each of the standards and plan lessons that meet the depth of the standards.	Putnal, Kristie	10/6/2015		6/10/2016 weekly
G2.B5.S1.A1	Teachers will receive professional development on centers, rotation, and differentiated instruction to assist teachers in understanding how to meet the needs of all students.		10/6/2015	Professional development agenda related to differentiation	6/10/2016 one-time
G2.B6.S1.A1	Teachers will use data to group students during PLC sessions for	Aponte, Carolyn	10/12/2015		5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	targeted small group instruction on benchmarks that are not proficient.				
G2.B7.S1.A1	Conduct instructional walks in other science classrooms to observe remediation strategies and resources used in the classroom that can be implemented in own classroom.	Aponte, Carolyn	11/2/2015	Instructional walk focus forms	5/30/2016 monthly
G2.B10.S1.A1	Language Arts Teachers will collaborate to create lessons, assignments and projects that are differentiated during Professional Learning Community common planning.	Taylor, Talya	8/31/2015	Common Planning Agendas; Lesson Plans	6/10/2016 weekly
G2.B11.S1.A1	Language Arts Teachers will analyze data to determine flexible grouping for students.	Taylor, Talya	10/1/2015	Data Analysis Template; Lesson Plans	6/10/2016 biweekly
G3.B1.S1.A1	Social Studies teachers will assign monthly content-related Achieve articles.	Jefferson, Lisa	10/1/2015	Data usage reports in Achieve.	5/30/2016 monthly
G3.B1.S2.A1	Provide professional development on lesson planning and appropriate resource selection.	Jefferson, Lisa	10/7/2015	Classroom observations, walk-throughs, PLC agendas, attendance, lesson plans, student work	5/30/2016 monthly
G3.B8.S1.A1	Schedule time for the district math specialist to come and give training on the various options for students to use technology to enhance the classroom.	Feagins, Timothy	10/13/2015		6/10/2016 quarterly
G3.B9.S1.A1	The PLC will meet weekly to plan and look at data.	Putnal, Kristie	9/22/2015	Meeting agendas, Lesson plans, common assessments, data collection documents	6/10/2016 weekly
G3.B10.S1.A1	Use Data Analysis Protocol to group students based on proficiency of standards and provide tasks that will help students increase individual levels of proficiency.	Aponte, Carolyn	9/21/2015	Student groups based on data from assessments throughout the school year.	5/30/2016 quarterly
G3.B11.S1.A1	Language Arts teachers will actively participate in professional learning training that centers on Differentiated Instruction.	Taylor, Talya	10/1/2015	Lesson Plans, Professional Learning Agenda and Sign In, Differentiated Activities Completed by Students	6/10/2016 monthly
G3.B13.S1.A1	Language Arts teachers will use the resources and materials provided in the ELA Curriculum Guides to develop differentiated tasks for students based on student data.	Taylor, Talya	10/1/2015	Lesson Plans, Curriculum Guide Resources	6/10/2016 one-time
G3.B14.S1.A1	Visit partner schools to observe differentiated instruction and student led activities in the science classroom.	Aponte, Carolyn	11/23/2015	Instructional focus walk reflection form	5/9/2016 quarterly
G1.B9.S1.A2	Incorporate Achieve 3000 technology centers into the science classroom. Utilize Achieve 3000 stretch article to reinforce science concepts.	Aponte, Carolyn	9/28/2015	Achieve 3000 student reports	5/30/2016 monthly
G1.B13.S1.A2	Language Arts teachers will use the Florida State Assessment Informative/ Explanatory and Argumentation Rubric to teach, assign and evaluate student written responses to text.	Taylor, Talya	10/21/2015	Student Work; Student Writing Samples; Lesson Plans	5/6/2016 every-3-weeks
G1.B14.S1.A2	Teachers will meet in common planning to discuss the content limits of each of the standards and plan lessons that meet the depth of the standards.	Putnal, Kristie	10/6/2015		6/10/2016 weekly
G2.B11.S1.A2	Language Arts teachers will actively participate in Professional	Taylor, Talya	10/7/2015	Professional Reading on Small Group Instruction; Professional Development Agenda; Lesson Plans	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Development on Small Group Instruction.				
G3.B1.S1.A2	Social Studies teachers will integrate gallery walks, socratic circles, and student debates in their lessons.	Jefferson, Lisa	10/1/2015	Classroom observations, walk-throughs, PLC agendas, lesson plans, student work	5/30/2016 monthly
G3.B11.S1.A2	Language Arts teachers will deliver differentiated lessons in the classroom using the strategies and best practices learned during the differentiated instruction professional learning training.	Taylor, Talya	10/1/2015	Lesson Plan, Student Work, Observational Notes	6/10/2016 daily
G3.B13.S1.A2	Language Arts teachers will access online resources on CPALMS that include but are not limited to, lesson plans, differentiated activities, standard item specifications and student tasks to differentiate instruction based on student needs.	Taylor, Talya	10/1/2015	Lesson Plans, Student Work	6/10/2016 weekly
G1.B13.S1.A3	Language Arts teachers will evaluate student work to determine if the work meets the standard using the Equip Student Work Protocol.	Taylor, Talya	10/21/2015	Student Work; Equip Student Work Protocol	6/10/2016 biweekly
G3.B11.S1.A3	Language Arts teachers will use Equip Student Work Protocol to analyze the completed differentiated student work during PLC work.	Taylor, Talya	10/1/2015	Completed Equip Student Work Protocol Document	6/10/2016 monthly
G1.MA1	Teachers will analyze science lab reports observing the use of academic vocabulary to effectively summarize findings and evidence of proving or disproving their hypothesis.	Aponte, Carolyn	10/19/2015	Science Lab Reports	5/23/2016 monthly
G1.MA2	Science Investigations and Lab Reports; EQuiP Student Work Protocol	Aponte, Carolyn	11/16/2015	EQuiP Student Work Protocol will be used to determine is students met the standard taught through lab reports.	5/30/2016 quarterly
G1.MA3	Data from teacher created common assessments; EQuiP Student Work Protocol	Feagins, Timothy	10/6/2015	Copies of the EQuiP Student Work Protocol, Teacher created common assessments, Data Collection Forms	6/10/2016 quarterly
G1.MA4	Student writing samples; Common assessment/assignment data; Equip Student Work Protocol	Taylor, Talya	9/28/2015	Data Analysis Template; Student Work; Equip Student Work Protocol	6/10/2016 every-3-weeks
G1.B1.S1.MA1	Classes will be monitored for adherence to the curriculum guides as developed by the district. Any deviation from the curriculum guide will need to be explained using the data from the common assessments.	Feagins, Timothy	10/6/2015	Classroom walk-through forms	6/10/2016 daily
G1.B1.S1.MA1	The administrator in charge will attend the weekly PLC meetings. In addition to attending the weekly PLC meetings, the administrator in charge of the PLC will meet with the PLC lead teacher to discuss the progress and assist in preparing for the following week's meeting weekly. The weekly work products produced by the teams will be monitored for rigor and alignment to the standards.	Feagins, Timothy	10/6/2015	A copy of the weekly PLC agendas will be collected before the meeting. The work products produced by the teachers during the PLC; common assessments, data collection forms, common lesson plans, equip student work protocol documents, and notes from the meetings.	6/10/2016 weekly
G1.B5.S1.MA1	Classroom Observations, Mid-Year Scrimmage Data, and the Use of the Equip Student Work Protocol	Taylor, Talya	10/1/2015	Classroom Walk-through Forms, Google Documents noting classroom observations and next steps, Lesson Plans, Student Work, Completed Equip Student Work Protocol Documents	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Language Arts teachers will participate in Instructional Rounding to see the implementation of lessons that incorporate the use of technology. Administrators will conduct data chats from the results of common assessments created in Unify.	Taylor, Talya	10/1/2015	The products may include, but are not limited to, Common Assessments, Data Analysis Template, Professional Development Agendas, Lesson Plans, Student Work	6/10/2016 monthly
G1.B9.S1.MA1	Analyze student work (science lab reports, Achieve 3000 activities) using the EQuiP Student Work Protocol	Aponte, Carolyn	10/19/2015	EQuiP Student Work Protocol analysis	5/30/2016 monthly
G1.B9.S1.MA1	Weekly PLC meetings with science department to reflect on implementation of reading strategies in the science classroom.	Aponte, Carolyn	10/5/2015	Lesson Plans; Achieve 3000 reports	5/30/2016 weekly
G1.B11.S1.MA1	Classroom walkthrough by administrator observing student use of lab report rubrics.	Aponte, Carolyn	10/26/2015	Self-evaluated Science Lab Report Rubric	5/30/2016 weekly
G1.B11.S1.MA1	Students will self-evaluate their lab reports using the developed rubrics. Teachers will evaluate student performance of scientific method through rubric.	Aponte, Carolyn	10/26/2015	Self-Evaluated Science Lab Report Rubric	5/30/2016 weekly
G1.B13.S1.MA1	Administrator and Instructional specialists will support teachers during PLC meetings and classroom observations in implementing tasks that are rigorous and aligned to the standards indicated in the curriculum guides.	Taylor, Talya	9/28/2015	Student Assignments; Lesson Plans; Classroom Observation Forms	6/10/2016 biweekly
G1.B13.S1.MA1	Evaluation of Lesson Plans; Student Work Analysis; Common assessment/ assignment data analysis	Taylor, Talya	10/21/2015	Classroom Walk-Through Forms; Standards Analysis Template; Equip Student Work Protocol	6/10/2016 biweekly
G1.B14.S1.MA1	The EQuiP Student Work Protocol will be used to verify that tasks are meeting all portions of the standards at an appropriate level of rigor.	Feagins, Timothy	10/6/2015	EQuiP Student Work Protocol documentation	6/10/2016 monthly
G1.B14.S1.MA1	The administrator for math with attend the weekly meetings. The weekly agenda will be reviewed to ensure that time is allotted to review the item specifications and standards. Lesson plans will be viewed to determine that planned lessons align to the content limits.	Feagins, Timothy	10/6/2015	Weekly agendas, common lesson plans, common assessments	6/10/2016 weekly
G2.MA1	Teacher lesson plans, data analysis documents, & classroom walk through data	Feagins, Timothy	10/6/2015	Classroom walk-through forms, data analysis documents, teacher lesson plans	6/10/2016 weekly
G2.MA2	Progress Monitoring Assessment Item Analysis	Aponte, Carolyn	11/2/2015	Data Analysis Protocol	5/30/2016 monthly
G2.MA3	Instructional rounds focus feedback forms will be completed by each teacher during each walk and specific debriefing sessions will take place with all participants.	Aponte, Carolyn	11/16/2015	Instructional rounds feedback forms	5/16/2016 monthly
G2.MA4	Classroom Observational data from administrators and instructional specialists; Data Analysis Template; Student Assessment Data	Taylor, Talya	10/12/2015	Student Scrimmage Data; Feedback Forms	6/10/2016 biweekly
G2.B5.S1.MA1	Teacher lesson plans and classroom instruction will be monitored for implementation of differentiated instruction.	Feagins, Timothy	10/6/2015	Teacher lesson plans and Data Analysis Documents will be collected to show that instruction is being	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				differentiated for all learners within the classroom.	
G2.B5.S1.MA1	After implementation of the professional development, teacher lesson plans will be monitored for the implementation of differentiated instruction in the classroom.	Feagins, Timothy	10/6/2015	Lesson plans	6/10/2016 biweekly
G2.B6.S1.MA1	Common assessments will be developed around each science standard to monitor the progress of proficiency for each student.	Aponte, Carolyn	11/2/2015	Progress Monitoring Assessment Item Analysis	5/30/2016 monthly
G2.B6.S1.MA1	Teachers will use the data analysis protocol to analyze progress monitoring data to determine if progress is made on deficient standards.	Aponte, Carolyn	10/26/2015	Data Analysis Protocol	5/30/2016 monthly
G2.B7.S1.MA1	Teachers will perform instructional rounds at the school level to support each other's learning and give constructive feedback.	Aponte, Carolyn	11/16/2015	Instructional rounds focus feedback forms	5/30/2016 monthly
G2.B7.S1.MA1	Lesson studies will be conducted during Science PLC around new resources to reteach science benchmarks	Aponte, Carolyn	11/9/2015	Teacher led small group lesson plans will be reviewed to determine effectiveness of small group instruction.	5/16/2016 monthly
G2.B10.S1.MA1	Maintaining Agendas and Minutes of PLC common planning meetings; Classroom walk-through forms	Taylor, Talya	8/31/2015	Maintaining Agendas and Minutes of PLC common planning meetings; Classroom walk-through forms	6/10/2016 biweekly
G2.B10.S1.MA1	Administrators will work alongside Language Arts teachers to support teachers in creating meaningful tasks, analyzing student work and guiding teachers to explore best practices using a variety of adult learning protocols.	Taylor, Talya	9/28/2015	Lesson Plans; Differentiated Assignments; Protocol Minutes	6/10/2016 weekly
G2.B11.S1.MA1	Visits from the Instructional Specialist to provide feedback on teacher led small group instruction.	Taylor, Talya	10/12/2015	Classroom Observation Notes	6/3/2016 monthly
G2.B11.S1.MA1	Language Arts teachers will work in small groups during professional development to learn best practices for implementing teacher led groups in Language Arts classrooms.	Taylor, Talya	10/7/2015	Classroom Observations; Lesson Plans	2/24/2016 every-6-weeks
G3.MA1	The data that will be collected will include mid-unit assessment data, student work, FSA Scrimmage data, Achieve Level Set Lexile Data, and informal observational data.	Taylor, Talya	10/1/2015	Weekly Minutes from Administrator Meetings, Performance Matters Data, Completed Coach/Teacher Data Form	6/10/2016 biweekly
G3.MA2	Classroom walk-through data highlighting areas in which technology was used to assist in differentiation.	Feagins, Timothy	10/1/2015	Classroom walkthrough feedback form	6/10/2016 weekly
G3.MA3	Science unit assessment item analysis forms	Aponte, Carolyn	11/2/2015	Data Item Analysis Form	5/30/2016 every-6-weeks
G3.B1.S1.MA1	A review of student data will indicate if teachers are assigning a minimum of one article monthly.	Jefferson, Lisa	10/1/2015	Achieve data reports	5/30/2016 monthly
G3.B1.S1.MA1	Data for each Social Studies teacher student utilization will be pulled from Achieve.	Jefferson, Lisa	10/5/2015	Student article completion data.	5/30/2016 monthly
G3.B8.S1.MA1	Classroom walk-throughs will be completed to verify the usage of technology in rotations and centers.	Feagins, Timothy	10/13/2015	Classroom Walk-Through forms	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B8.S1.MA1	PLC Meeting Agendas will be maintained.	Putnal, Kristie	10/13/2015	PLC Agendas	6/10/2016 monthly
G3.B9.S1.MA1	Administration will attend weekly PLC meetings	Feagins, Timothy	9/22/2015	Meeting agendas and lesson plans	6/10/2016 weekly
G3.B9.S1.MA1	Meeting agendas will be collected along with work products created or completed by the math PLC.	Feagins, Timothy	9/22/2015	Meeting agendas, lesson plans, and data collection documents	6/10/2016 weekly
G3.B10.S1.MA1	Teachers will debrief on student groups and centers planned during each PLC meeting at the beginning of each week. Lesson plans and student groups will be altered based on conversations amongst teachers.	Aponte, Carolyn	10/19/2015	Lesson plans with student groups identified by data and tasks	5/30/2016 biweekly
G3.B10.S1.MA1	Classroom walkthroughs will be conducted by administration to observe the effectiveness of the student groups as well as the tasks required.	Aponte, Carolyn	10/5/2015	Classroom walkthrough feedback forms	5/30/2016 weekly
G3.B11.S1.MA1	Teachers will use the Data Analysis template to monitor the progress of students towards mastery of standards. Teachers and administrators will have data chats using the Coach/Teacher Data Chat Form to analyze data to monitor the effectiveness of differentiated instruction.	Taylor, Talya	10/15/2015	Data Analysis Template, Coach/ Teacher Data Chat Form	6/10/2016 every-3-weeks
G3.B11.S1.MA1	Administrators will assist with implementing the differentiated instruction training with fidelity. Administrators will review teacher lesson plans that incorporated differentiated student led activities and observe these lessons being implemented. Administrators will facilitate the completion of the Equip student work protocol during common planning meetings with Professional Learning Communities.	Taylor, Talya	10/1/2015	Administrator Observation Notes, Lesson Plans, Completed Equip Student Work Protocol Documents	6/10/2016 biweekly
G3.B13.S1.MA1	Language Arts teachers will monitor the level of student engagement, student ownership and how students demonstrate their understanding during differentiated classroom lessons. The completed student work will assist with teachers determining if the resources and materials used in the differentiated lesson facilitated student learning.	Taylor, Talya	10/1/2015		6/10/2016 weekly
G3.B13.S1.MA1	During weekly common planning meetings, teachers will share resources discovered on the ELA curriculum guide, CPALMS and other resources with colleagues and administrator.	Taylor, Talya	10/1/2015	Lesson Plans, Common Planning Agenda, Student Work	6/10/2016 weekly
G3.B14.S1.MA1	Revisit student groupings as well as differentiated learning tasks planned during Science PLC	Aponte, Carolyn	10/19/2015	Science lesson plans that incorporate differentiated learning tasks as well as student led activities.	5/30/2016 weekly
G3.B14.S1.MA1	Classroom walkthroughs in each other classroom will be conducted in the form of instructional rounds to give feedback and support each other's instruction and development of student led centers.	Aponte, Carolyn	11/23/2015	Instructional rounds feedback focus walk forms	5/30/2016 monthly
G3.B1.S2.MA1	Facilitate and Monitor PLCs to ensure teachers understand how to implement	Jefferson, Lisa	10/1/2015	Lesson plans, walkthroughs, CAST observations	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	gallery walks, Socratic circles, and debates.				
G3.B1.S2.MA1	Lesson plans will indicate the use of gallery walks, Socratic circles, and debates.	Jefferson, Lisa	10/1/2015	Lesson plans, walk-throughs, CAST observations	6/6/2016 daily

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 daily instruction includes rigorous tasks which facilitate high levels of student engagement, understanding, and ownership, then student achievement will increase in all core areas.

G1.B1 Teacher pacing based on students' needs

G1.B1.S1 Develop and utilize common assessments to determine pacing and have data chats in Professional Learning Community meetings.

PD Opportunity 1

Teachers will create common assessments based on the standards to determine where remediation is needed or opportunities to move more quickly exist.

Facilitator

Timothy Feagins

Participants

Math Team

Schedule

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

G1.B5 Teacher knowledge of technology

G1.B5.S1 Language Arts teachers will participate in training, professional development as well as collaborate with colleagues at the school and within the district.

PD Opportunity 1

Language Arts teachers will schedule time to collaborate with teachers at the school to learn how to use Unify, clickers and the interactive TV.

Facilitator

Teachers; Instructional Specialists; Administrators

Participants

Language Arts Teachers

Schedule

Monthly, from 9/1/2015 to 6/10/2016

G1.B9 Recognizes Low Level Readers

G1.B9.S1 Utilize Achieve 3000 articles to increase the Lexile levels of non-fiction text for all students. Implement reading strategies into science articles.

PD Opportunity 1

Incorporate reading strategies (vocabulary, cause/effect, non-fiction graphic organizers, interpretting, question analysis) in the science classroom.

Facilitator

Administration; District Specialists; Select Teachers

Participants

Science Teacher

Schedule

Biweekly, from 9/28/2015 to 5/30/2016

G1.B14 Teacher Knowledge of content limits

G1.B14.S1 Peer collaboration utilizing CPALMs in conjunction with the Curriculum Guides to balance pacing and rigor

PD Opportunity 1

Math teachers will meet in Professional Learning Communities to discuss the content limits and item specifications of each of the standards and plan lessons that meet the depth of the standards.

Facilitator

Eugene Hays

Participants

Math Team

Schedule

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

PD Opportunity 2

Teachers will meet in common planning to discuss the content limits of each of the standards and plan lessons that meet the depth of the standards.

Facilitator

Eugene Hays

Participants

Math Team

Schedule

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

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met.

G2.B5 Inventing new centers and collaboration for students

G2.B5.S1 Professional development on centers and differentiation

PD Opportunity 1

Teachers will receive professional development on centers, rotation, and differentiated instruction to assist teachers in understanding how to meet the needs of all students.

Facilitator

Timothy Feagins

Participants

Math Team

Schedule

On 6/10/2016

G2.B6 Lack of Professional Development for Teachers

G2.B6.S1 Science teachers will attend weekly Professional Learning Communities meeting to acquire the latest research-based strategies to provide targeted instruction to all students.

PD Opportunity 1

Teachers will use data to group students during PLC sessions for targeted small group instruction on benchmarks that are not proficient.

Facilitator

Administration; Science Specialist

Participants

Science Teachers

Schedule

Monthly, from 10/12/2015 to 5/30/2016

G2.B7 Student Resources to Reteach Concepts

G2.B7.S1 Network with other middle school science teachers and observe them teaching to gather more resources and ideas on how to reteach scientific concepts.

PD Opportunity 1

Conduct instructional walks in other science classrooms to observe remediation strategies and resources used in the classroom that can be implemented in own classroom.

Facilitator

Administration; Science Specialist

Participants

Science Teachers

Schedule

Monthly, from 11/2/2015 to 5/30/2016

G2.B11 Lack of teacher knowledge of best practices to facilitate small group instruction

G2.B11.S1 Language Arts teachers will participate in ongoing, interactive training that includes modeling and demonstrations on establishing rituals and routines and delivering targeted, data driven small group instruction.

PD Opportunity 1

Language Arts teachers will actively participate in Professional Development on Small Group Instruction.

Facilitator

Administrators; Instructional Specialists

Participants

Language Arts Teachers

Schedule

Quarterly, from 10/7/2015 to 6/10/2016

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas.

G3.B1 Varying interest levels and background knowledge of students

G3.B1.S1 Utilize content-centered Achieve articles.

PD Opportunity 1

Social Studies teachers will integrate gallery walks, socratic circles, and student debates in their lessons.

Facilitator

Social Studies Lead Teacher, Assistant Principal, District Specialists

Participants

All Social Studies teachers

Schedule

Monthly, from 10/1/2015 to 5/30/2016

G3.B1.S2 Incorporate small group instruction, gallery walks, Socratic circles, and debates.

PD Opportunity 1

Provide professional development on lesson planning and appropriate resource selection.

Facilitator

Social Studies Lead, AP

Participants

Social Studies teachers

Schedule

Monthly, from 10/7/2015 to 5/30/2016

G3.B8 Lack of technology training for teachers

G3.B8.S1 Lack of experience with different options for differentiation within the classroom will require training for teachers.

PD Opportunity 1

Schedule time for the district math specialist to come and give training on the various options for students to use technology to enhance the classroom.

Facilitator

Ms. McDuffie

Participants

Math Team

Schedule

Quarterly, from 10/13/2015 to 6/10/2016

G3.B10 Lack of Student Ownership

G3.B10.S1 Teachers will develop student centers that meet the students at their level of mastery in order to provide them with scaffolded activities that advances learning.

PD Opportunity 1

Use Data Analysis Protocol to group students based on proficiency of standards and provide tasks that will help students increase individual levels of proficiency.

Facilitator

Administration; District Specialists

Participants

Classroom Teachers

Schedule

Quarterly, from 9/21/2015 to 5/30/2016

G3.B11 Lack of teacher knowledge of how to differentiate instruction

G3.B11.S1 Language Arts teachers will participate in hands-on, interactive, and practical professional learning workshops to gain sound knowledge on what differentiated instruction is, and how to implement differentiated instruction in the classroom.

PD Opportunity 1

Language Arts teachers will actively participate in professional learning training that centers on Differentiated Instruction.

Facilitator

District Specialists, Administrators, Select Teachers

Participants

Language Arts Teachers

Schedule

Monthly, from 10/1/2015 to 6/10/2016

G3.B14 Quality of Teacher Professional Development

G3.B14.S1 Proactively seeking richer Science Professional Development activities through partner schools in the district to gain a better knowledge of differentiated instruction and student led activities.

PD Opportunity 1

Visit partner schools to observe differentiated instruction and student led activities in the science classroom.

Facilitator

Administration; Science Specialist

Participants

Science Teachers

Schedule

Quarterly, from 11/23/2015 to 5/9/2016

Technical Assistance Items

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

G1. If daily instruction includes rigorous tasks which facilitate high levels of student engagement, understanding, and ownership, then student achievement will increase in all core areas.

G1.B9 Recognizes Low Level Readers

G1.B9.S1 Utilize Achieve 3000 articles to increase the Lexile levels of non-fiction text for all students. Implement reading strategies into science articles.

PD Opportunity 1

Incorporate Achieve 3000 technology centers into the science classroom. Utilize Achieve 3000 stretch article to reinforce science concepts.

Facilitator

Administration; District Specialist

Participants

Science Teachers

Schedule

Monthly, from 9/28/2015 to 5/30/2016

G1.B11 Student Ownership of Work

G1.B11.S1 Build foundation knowledge through use of the Scientific Method in all science classes to promote student ownership of learning.

PD Opportunity 1

Develop a common rubric for science lab reports that will be used by students and teachers to evaluate.

Facilitator

Science Teachers

Participants

Science Teachers

Schedule

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas.

G3.B1 Varying interest levels and background knowledge of students

G3.B1.S1 Utilize content-centered Achieve articles.

PD Opportunity 1

Social Studies teachers will assign monthly content-related Achieve articles.

Facilitator

Social Studies Lead Teacher, Assistant Principal, District Specialists

Participants

All Social Studies teachers

Schedule

Monthly, from 10/1/2015 to 5/30/2016

G3.B13 Lack of supplemental materials to differentiate instruction and develop student-led centers

G3.B13.S1 Language Arts teachers will use online resources, curriculum guide resources and colleagues to access materials to use for scaffolding and differentiating instruction based on data that indicates student needs.

PD Opportunity 1

Language Arts teachers will access online resources on CPALMS that include but are not limited to, lesson plans, differentiated activities, standard item specifications and student tasks to differentiate instruction based on student needs.

Facilitator

District ELA Specialist, Adminstrator

Participants

Language Arts Teachers

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will create common assessments based on the standards to determine where remediation is needed or opportunities to move more quickly exist.	$0.00
2	G1.B11.S1.A1	Develop a common rubric for science lab reports that will be used by students and teachers to evaluate.	$0.00
3	G1.B13.S1.A1	Language Arts teachers will unpack the standards using item specifications to determine what students should know and be able to do.	$0.00
4	G1.B13.S1.A2	Language Arts teachers will use the Florida State Assessment Informative/ Explanatory and Argumentation Rubric to teach, assign and evaluate student written responses to text.	$0.00
5	G1.B13.S1.A3	Language Arts teachers will evaluate student work to determine if the work meets the standard using the Equip Student Work Protocol.	$0.00
6	G1.B14.S1.A1	Math teachers will meet in Professional Learning Communities to discuss the content limits and item specifications of each of the standards and plan lessons that meet the depth of the standards.	$0.00
7	G1.B14.S1.A2	Teachers will meet in common planning to discuss the content limits of each of the standards and plan lessons that meet the depth of the standards.	$0.00
8	G1.B5.S1.A1	Language Arts teachers will schedule time to collaborate with teachers at the school to learn how to use Unify, clickers and the interactive TV.	$0.00
9	G1.B9.S1.A1	Incorporate reading strategies (vocabulary, cause/effect, non-fiction graphic organizers, interpretting, question analysis) in the science classroom.	$0.00
10	G1.B9.S1.A2	Incorporate Achieve 3000 technology centers into the science classroom. Utilize Achieve 3000 stretch article to reinforce science concepts.	$0.00
11	G2.B10.S1.A1	Language Arts Teachers will collaborate to create lessons, assignments and projects that are differentiated during Professional Learning Community common planning.	$0.00
12	G2.B11.S1.A1	Language Arts Teachers will analyze data to determine flexible grouping for students.	$0.00
13	G2.B11.S1.A2	Language Arts teachers will actively participate in Professional Development on Small Group Instruction.	$0.00
14	G2.B5.S1.A1	Teachers will receive professional development on centers, rotation, and differentiated instruction to assist teachers in understanding how to meet the needs of all students.	$0.00
15	G2.B6.S1.A1	Teachers will use data to group students during PLC sessions for targeted small group instruction on benchmarks that are not proficient.	$0.00
16	G2.B7.S1.A1	Conduct instructional walks in other science classrooms to observe remediation strategies and resources used in the classroom that can be implemented in own classroom.	$0.00
17	G3.B1.S1.A1	Social Studies teachers will assign monthly content-related Achieve articles.	$0.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1100		0311 - Julia Landon College Preparatory & Leadership			$0.00
			Notes: Notes			

18	**G3.B1.S1.A2**	**Social Studies teachers will integrate gallery walks, socratic circles, and student debates in their lessons.**	**$0.00**
19	**G3.B1.S2.A1**	**Provide professional development on lesson planning and appropriate resource selection.**	**$0.00**
20	**G3.B10.S1.A1**	**Use Data Analysis Protocol to group students based on proficiency of standards and provide tasks that will help students increase individual levels of proficiency.**	**$0.00**
21	**G3.B11.S1.A1**	**Language Arts teachers will actively participate in professional learning training that centers on Differentiated Instruction.**	**$0.00**
22	**G3.B11.S1.A2**	**Language Arts teachers will deliver differentiated lessons in the classroom using the strategies and best practices learned during the differentiated instruction professional learning training.**	**$0.00**
23	**G3.B11.S1.A3**	**Language Arts teachers will use Equip Student Work Protocol to analyze the completed differentiated student work during PLC work.**	**$0.00**
24	**G3.B13.S1.A1**	**Language Arts teachers will use the resources and materials provided in the ELA Curriculum Guides to develop differentiated tasks for students based on student data.**	**$0.00**
25	**G3.B13.S1.A2**	**Language Arts teachers will access online resources on CPALMS that include but are not limited to, lesson plans, differentiated activities, standard item specifications and student tasks to differentiate instruction based on student needs.**	**$0.00**
26	**G3.B14.S1.A1**	**Visit partner schools to observe differentiated instruction and student led activities in the science classroom.**	**$0.00**
27	**G3.B8.S1.A1**	**Schedule time for the district math specialist to come and give training on the various options for students to use technology to enhance the classroom.**	**$0.00**
28	**G3.B9.S1.A1**	**The PLC will meet weekly to plan and look at data.**	**$0.00**
		Total:	**$0.00**