



## Jean Ribault Middle School

3610 RIBAUTL SCENIC DR, Jacksonville, FL 32208

<http://www.duvalschools.org/rms>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	77%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	96%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To provide exceptional educational opportunities for every student, everyday.

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

All students are motivated to capitalize on every learning opportunity that will prepare them for college or career readiness.

#### School Environment

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

Students are given multiple surveys throughout the year that allow them to discuss the climate and culture within the school environment. Teachers also administer learning style surveys and writing prompts that ask for students interests and personal stories that can be used to connect to differentiated instruction within the class. There are various activities and athletics that students can become involved in that are sponsored by teachers which build relationships between students and teachers.

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

Before school, City Year core members and staff welcome students as they enter the school. All students are greeted at the beginning of each class by staff members while standing at their doors. In between classes, each teacher greets each students at the door to welcome them to class and encourages students for a good class experience. After school, students are escorted to exit gates and supervision is provided at bus loading and car rider zones by teachers, security and administrators. Students have opportunities to excel in their coursework with after-school tutoring and Team-Up that is provided by teachers and CIS.

##### **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**

The school-wide behavioral system being used is CHAMPS and reinforced with the use of Positive Behavior Intervention and Supports (PBIS). In using this model, students have structured expectations for behavior within the classroom and common areas. Students are provided positive feedback and rewards for conduct and aligns with or exceeds school and classroom expectations. Protocols for disciplinary incidents are aligned and closely follow procedures established in the district code of student conduct. Restorative Justice is utilized as an educational tool for students through the use of peer mediation and students accountability to emphasize the importance of healthy school climate. Personnel trainings are developed by the school leadership team and administered through Early Dismissal day trainings. An additional layer of support for students has been added this year through the Non Violence USA and Full Service Proof of Concept programs that are housed on the campus.



**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**

Students social-emotional needs are addressed through various measures aimed at providing counseling, mentoring and services that ensure student success. The office of student services works closely with our school guidance department and to provide students with the necessary requisites for achievement. Guidance counselors are available to meet with students to deal with school related and home issues that may be affecting school performances through one-on-one session and referrals to outside agencies and our new, on site programs, Proof of Concepts and NVPUSA. Trainings on topics such as conflict prevention and resolution, impulse control, and development of student interpersonal skills.

**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**

Early Warning system involves Guidance Counselors and Administrators review the following indicators quarterly: attendance, discipline, and review progress and core courses via progress reports and report cards using FOCUS. Progress Monitoring data from Performance Matters is also reviewed.

**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	65	188	171	424
One or more suspensions	4	22	13	39
Course failure in ELA or Math	4	12	7	23
Level 1 on statewide assessment	83	101	93	277

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	150	205	176	531

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

The school employs several interventions to improve the academic performance of students target as early Warning students such as:

- home visits by SRO and Dean;
- teachers use attendance referrals to help prevent truancy;
- holding conferences quarterly with the designated guidance counselor;
- referral for wrap-around services (when applicable) such as NVPUSA and/or Proof of Concept;
- administrators and/or Deans meeting with parents after the 1st suspension and students are placed on behavior contracts prior to returning to class;
- mentors are requested and assigned for students through Achievers For Life program;

- teachers, administrators, academic coaches, counselors, and district specialist hold data chats with students; and
- incentives are given for participation/attendance in tutoring

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181385>.

#### **Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

We will continue to increase partnerships with varies businesses and organizations by asking them to mentor, volunteer and sponsor school events and activities.

We have established a new business partnership with Toby's Bar-B-Que, located in our community;

We will maintain our partnerships with the following organizations and businesses:

Southpoint Community Church

Availity

United Way

Communities in Schools

Jacksonville Jewish Center

Walgreens

We will launch the inaugural year of the following programs at JRMS:

5000 Role Models of Excellence;

NVPUSA (Non Violence Project of USA);

Proof of Concept (Full Service Schools) w/ on site therapist

## 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
Maxey, Angela	Principal
Harvey, Latisha	Assistant Principal
Kane, Rick	Assistant Principal
Ogelsby, Venetta	Dean
Jones, Seanta	Guidance Counselor
Clayton, Deidra	Guidance Counselor
Pickford, Victoria	Teacher, ESE
Burroughs, Lakeisha	Instructional Coach
Thorpe, Roscoe	Other

### Duties

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

Principal: Angela Maxey

Assistant Principal: Rick Kane

Assistant Principal: Latisha Harvey

Assistant Principal (intern): Jovana Hackman

Dean of Students: Venetta Oglesby

Math Coach: Lakeisha Burroughs

ESE Lead Teacher/MTSS Facilitator: Victoria Pickford

School Counselor/MTSS : Seanta Jones, Deidra Clayton

Testing Coordinator/Technology Coordinator: Christina Washington

The school team meets biweekly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the MTSS process. The operating structures include current building leadership teams, professional learning communities, and content based teams. For the most intensive interventions the MTSS leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the guidance team who will make the determination if the student's data supports a meeting with the MRT team.

Principal Angela Maxey provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; conducts assessments MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities. Provides information about school wide and class wide behavior curriculum and instruction, participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement instructional interventions. Develop, leads and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provides early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Assistant Principals: Rick Kane and Latisha Harvey provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; conducts assessments MTSS skills of school staff; ensures implementation of intervention support and

documentation requirements; ensures adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities. Provides information about school wide and class wide behavior curriculum and instruction, participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement instructional interventions. Develop, leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provides early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Dean of Students: Venetta Oglesby -Provide information in school wide and class wide behavior curriculum and instruction; participates in behavioral data collection, provides professional development principles of foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

ESE Lead Teacher: Victoria Pickford-participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2, 3 instruction ; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Guidance: Seanta Jones, Deidra Clayton-participates on leadership team, MRT and MTSS teams acts as liaison for implementation of MRT and MTSS at the school level; receives ongoing training and delivers information to school; provides direct intervention services to an identified group of students and tracks students progress, guides school in using data to make decisions about interventions and strategies that support students. Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; credit checks, student scheduling, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of students behavior.

Academic Coaches: Lakeisha Burroughs coordinates the school's department staff development; facilitate onsite professional development sessions; serving as a member of the school's leadership team; providing model lessons for teachers, assisting teachers in securing resources for carrying out school improvement plans; monitoring teaching practices; and facilitating continuous assessments of student progress.

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

Tier 1 interventions are designed for every student in the general curriculum. Best practices are aligned with students data to drive instruction and professional development. Teachers use differentiated instruction to increase student understanding. Differentiated professional development is implementing during common planning and early dismissal Wednesday, and them monitored to ensure that the specific outcomes are being implemented in the classroom with students.

The Tier 2 supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and or the school support staff. Following data analysis, instructional strategies are created during common planning by content area teachers and school based coaches. Small group instruction is then facilitated by the teacher. Data is monitored to determined the level of success. The Tier 3 supports are individualized and occur throughout the year. Tier 3 individual education is data based using various data sources which include but are not

limited to: State assessments data, district assessments, student GPA, discipline data, and attendance data.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Siotis Jackson	Business/Community
Yvette Pettiford	Education Support Employee
Angela Maxey	Principal
Lisa Moses	Teacher
Quincy Burroughs	Student
Terria Myrick	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*

SAC had the opportunity to review and offer recommendations prior to the submission of the School Improvement Plan.

*Development of this school improvement plan*

Siottis Jackson, SAC Chair, attended the District's School Improvement Plan training with the school's administration. This training provided on the development for the SIP and allowed SAC chair the opportunity to assist in the development of plan.

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

Principal Maxey and Siottis Jackson, SAC Chair met to discuss school's budget and staff allocation plan.

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

The SAC did not use any School Improvement funds during the 2013-2014 school year. The Chair will ensure there are dedicated members during the 2014-2015 school year for quorum and voting compliance.

**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
Washington, Christina	Instructional Technology
Pickford, Victoria	Teacher, ESE
Burroughs, Lakeisha	Instructional Coach

## Duties

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

The Literacy Leadership Team is comprised of someone from each discipline represented on campus as well as representation from administration. The LLT will promote literacy throughout the school by leading the faculty in monthly reading and writing strategies that can be utilized in all classrooms. The LLT will also promote reading initiatives such as the 25 Book Challenge and Literacy Week which will involve a Parent Literacy Night and Character Dress Up Day to get students involved in the reading process outside of the classroom. The LLT will also be responsible for rewarding students quarterly who meet reading goals both in and outside of the classroom.

## Public and Collaborative Teaching

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

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

School wide strategy for encouraging positive working relationships with teachers is participation in Professional Learning Communities/Common Planning with their content. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the common planning on students' academic needs, lesson planning, student assessments and professional development. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Recruitment of highly qualified instructional personnel from Teach for America and Quality Education for All teachers.

Panel interviews and intensive reference checks for approved applicants.

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

All first year teachers are participating in the MINT program is the School District of Duval County Public Schools formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. MINT participants will meet bi-weekly for professional development.

MINT the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

## 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***

Our school provides weekly professional development opportunities to teachers which provide support in identifying and implementing best practices in the classroom, unpacking benchmarks and analyzing data in order to guide instruction and helping them “unpack” the Common Core and Florida Standards. Through the use of daily common planning, teachers collaborate in order to develop instructional plans that are aligned to district expectations, Common Core and state standards. Through the instructional planning process, teachers are able to collaborate together to embed reading and writing across the curriculum. Through these practices, teachers are able to participate in conversations that promote growth in instructional practice and understanding the curriculum.

#### 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***

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school (LLT). Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Provide support in reading and math classrooms through the use of City Year Corps Members.
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study)
- Administering assessments which measure instructed standards
- Implement Achieve 3000 in all content area classes

***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: 27,000**

Our after school program provides a safe environment where students are encouraged and motivated to succeed in both their academic and enrichment activities. The program takes place after school and serves 160 students at our school; Monday through Friday for three hours each day. The program focuses on six core areas – academics (1.5 hour), sports and recreation, life skills, cultural enrichment, parental involvement and community service (2.5 hour).

**Strategy Rationale**

To increase student proficiency and to maintain and increase student promotion rate

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Burroughs, Lakeisha, burroughsl@duvalschools.org

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

State and district assessments. Student grades.

**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**

Our school employs school wide AVID strategies to support all students at JRMS.

6th grade students who are considered "at risk" will be recruited by AFL. The course master has also included an AVID course for high achieving students to help them maintain an academic focus as they matriculate to middle school.

7th grade students are participating in the school based AVID program which entails Cornell Note taking, WICOR, and organization skills.

8th grade students participate in Parent Night with local High School programs. These programs discuss various entities that these students will embark upon as they matriculate into the high school arena.

**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**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.
- G2.** All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies and aligning instruction to the Common Core and NGSSS benchmarks and complexity.
- G3.** Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers.

## 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. Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.** 1a

G071947

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- District Safe and Civil Schools Plan

**Targeted Barriers to Achieving the Goal** 3

- Lack of consequences for following school rituals and routines.

**Plan to Monitor Progress Toward G1.** 8

Discipline reports for any violent behaviors such as disputes, mutual combats, and assaults

**Person Responsible**

Venetta Ogelsby

**Schedule**

***Evidence of Completion***

Data Reports; Reduced numbers in Student code of conduct violations

**G2.** All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies and aligning instruction to the Common Core and NGSSS benchmarks and complexity. 1a

G071948

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - African American	
FCAT 2.0 Science Proficiency	35.0

**Resources Available to Support the Goal** 2

- Academic Coaches
- Administrative Support
- Progress Monitoring Assessments
- Professional Development
- Common Planning
- Saturday School
- Team-Up
- AVID
- Substitute Budget Professional Development

**Targeted Barriers to Achieving the Goal** 3

- Lack of student engagement.
- Lack of differentiated instruction and rigor

**Plan to Monitor Progress Toward G2.** 8

All teachers will implement effective instruction aligned to the Common Core Standards and NGSSS benchmarks that show evidence of high student engagement and higher order questioning via AVID (WICOR).

**Person Responsible**

Angela Maxey

**Schedule**

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

**Evidence of Completion**

Student data increase on CGA's, Bi- Weekly Assessments, FCAT 2.0 Science 2015, Common Core Assessments

**G3.** Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers. 1a

G071949

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

**Resources Available to Support the Goal** 2

- District Curriculum Guides
- Curriculum Guide Data
- Write to Learn
- Additional learning opportunities: Saturday School, Tutoring, Team Up
- Two School Based and District Coaches
- Achieve 3000

**Targeted Barriers to Achieving the Goal** 3

- Novice Teachers
- Lack of Classroom Management
- Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson
- Teachers lack of Data Driven Lessons
- First year teaching Common Core

**Plan to Monitor Progress Toward G3.** 8

CG data, lesson plans, and implementation of literacy and writing strategies

**Person Responsible**

Latisha Harvey

**Schedule**

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

**Evidence of Completion**

Student work, interactive journals, and Achieve 3000 usage reports; increase in students' reading and writing performance on interval district assessments

## 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.** Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.

**1**

 G071947

**G1.B1** Lack of consequences for following school rituals and routines. **2**

 B187612

**G1.B1.S1** Train teachers and students on the "HERO" system and procedures **4**

 S199116

#### Strategy Rationale

district adopted Positive Reward tracking system

#### Action Step 1 **5**

Hero System

#### Person Responsible

Venetta Ogelsby

#### Schedule

#### Evidence of Completion

Positive Referral; Pre Planning Agenda; Discipline Data Report

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

Common Area and classroom behavior

**Person Responsible**

**Schedule**

***Evidence of Completion***

Incentive plan for rewarding Positive Behavior,

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

Effectiveness of PBS

**Person Responsible**

**Schedule**

***Evidence of Completion***

PBS Incentives; Positive Referral Count; Discipline Data Reports

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***


**G2.** All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies and aligning instruction to the Common Core and NGSSS benchmarks and complexity. 1

 G071948

**G2.B2** Lack of student engagement. 2

 B187614

**G2.B2.S1** Design and deliver Professional Development in the components of quality instruction, AVID (WICOR) and strategies that will increase student engagement and total participation by students. 4

 S199118

**Strategy Rationale**

Professional development is needed to introduce and review school-wide and district initiatives with faculty and staff members.

**Action Step 1 5**

Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).

**Person Responsible**

Rick Kane

**Schedule**

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

***Evidence of Completion***

PD calendar, materials, agenda, sign-in sheets, exit tickets



## Action Step 2 5

Delivery of Professional Development via pre-planning, common planning and early dismissal.

### **Person Responsible**

Latisha Harvey

### **Schedule**

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

### **Evidence of Completion**

PD calendar, materials, agenda, sign-in sheets, exit tickets

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

Design and deliver Professional Development in quality instruction that aligns to the benchmarks, Data-based problem solving, data-based instructional delivery, and Gradual Release Model. Instructional delivery will include AVID WICOR strategies.

### **Person Responsible**

### **Schedule**

### **Evidence of Completion**

Analysis of lesson plans, informal and formal observations, Individual Professional Development Plan

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

Design and deliver Professional Development in quality instruction that aligns to the benchmarks, Data-based problem solving, data-based instructional delivery, and Gradual Release Model. Instructional delivery will include AVID WICOR strategies.

### **Person Responsible**

### **Schedule**

### **Evidence of Completion**

Analysis of Exit tickets, progress monitoring of student growth from assessment data; CGA, Bi-Weekly Assessments and State assessments

**G2.B2.S2** Design and implement ongoing support for teachers through weekly Common Planning. 4

S199119

**Strategy Rationale**

Continuous support and modeling of engagement strategies through PD will allow teachers to identify best practices that can be implemented in the classroom.

**Action Step 1** 5

Establish guidelines to facilitate Common Planning, establish norms and protocol.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Common Planning Norm template, agenda

**Action Step 2** 5

Ongoing collaboration to: plan, establish, and publish agendas for Common Planning meetings; publish agendas 24-48 hours prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for administration.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Minutes, agendas, sign-in sheets, logs

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

Design and implement ongoing support for teachers through structured weekly Common Planning

**Person Responsible**

**Schedule**

**Evidence of Completion**

Common Planning agendas and minutes, coaching logs, weekly Admin/coaches meetings

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

Administration and coaches will meet weekly to collect, and analyze observation data. Administration will monitor and determine where coaches need to intensify support and/or if professional development needs to be delivered based on the data.

### Person Responsible

### Schedule

### Evidence of Completion

Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data

**G2.B2.S3** Implementation of coaching cycle which would include planning, modeling, and co-teaching with explicit feedback. 4

 S199120

### Strategy Rationale

Coaching Cycles will allow teachers to receive one on one coaching on how to implement the best practices that have been identified and/or shared during PD.

## Action Step 1 5

Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, student engagement, higher order questions, instruction aligned to benchmarks, use of AVID strategies, and differentiated instruction.

### Person Responsible

Lakeisha Burroughs

### Schedule

Monthly, from 9/7/2015 to 6/3/2016

### Evidence of Completion

Calendar, schedule, Data collection instruments, coach's logs

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

Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, instruction aligned to benchmarks, us of AVID WICOR strategies, and differentiated instruction

**Person Responsible**

**Schedule**

***Evidence of Completion***

Coaching logs, feedback from observations, weekly Admin/coaches meetings, Admin/teacher data chats

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

Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, instruction aligned to benchmarks, us of AVID WICOR strategies, and differentiated instruction

**Person Responsible**

**Schedule**

***Evidence of Completion***

Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data

**G2.B2.S4 Establishing a Model Classroom** 4

S199121

**Strategy Rationale**

A model classroom will allow teachers the opportunity to see a fellow colleague using the identified strategies within their classroom.

**Action Step 1** 5

Based on observations, select and support model teachers through the implementation by co-teaching, coaching, debriefing, and assisting with materials and lesson planning.

**Person Responsible**

Latisha Harvey

**Schedule**

Biweekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Observation forms, lesson plans

**Action Step 2** 5

Establish a schedule and rotation for all classroom teachers to observe implementation of model classroom practices.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Observation Forms

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

Establish a Model Classroom and schedule of observations.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Teacher observation logs, classroom walkthroughs

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

Establish a Model Classroom and schedule of observations.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher observation logs, classroom walkthroughs

**G2.B3 Lack of differentiated instruction and rigor 2**

 B187615

**G2.B3.S1 Collect student and observation data to prioritize and select teachers for implementation of coaching cycle. 4**

 S199122

**Strategy Rationale**

**Action Step 1 5**

Collaboratively identify the needs of the teacher, via student progress monitoring and observation data.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Coaches logs, Feedback form

### Action Step 2 5

Provide Professional Development that would foster student engagement, differentiated instruction, and rigor. PD would include but not limited to AVID strategies, and analysis of data.

#### **Person Responsible**

#### **Schedule**

#### ***Evidence of Completion***

Agendas, sign-in sheets, exit slips, data analysis forms

### Action Step 3 5

Teachers will participate in coaching cycle, which would include planning, modeling, and co-teaching with explicit feedback.

#### **Person Responsible**

#### **Schedule**

#### ***Evidence of Completion***

Feedback form, Upward student data trends, Qualitative data derived from teacher observation forms.

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

Teachers will participate in Professional development and the coaching cycle to increase student engagement, differentiated instruction and rigor

#### **Person Responsible**

#### **Schedule**

#### ***Evidence of Completion***

Feedback Forms, formal and informal observations, weekly Admin/coaches meetings, Qualitative and Quantitative data, coaching logs

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

- Lesson Plans
- Classroom Walk-throughs
- Formal/Informal Observations
- Common Planning Minutes
- Feedback Forms
- Weekly Admin/Coaches Meetings

**Person Responsible**

**Schedule**

***Evidence of Completion***

Curriculum Guide Assessments, Bi- Weekly Assessments and FCAT 2.0 Science 2015, Common Core Assessments

**G2.B3.S4** Provide least restrictive environment for students with disabilities 4

 S199125

**Strategy Rationale**

**Action Step 1** 5

Least restrictive environment

**Person Responsible**

**Schedule**

***Evidence of Completion***

Scheduling; IEPs; CGA data; lesson plans



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

Least Restrictive Environment

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans, IEP reviews, CGA, IOAW, DAR, IREADY, FCAT 2.0 assessment data

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.** Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers. 1

G071949

**G3.B3** Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson 2

B187619

**G3.B3.S1** Collect student and observation data to prioritize and select teacher for implementation of Coaching cycle 4

S199126

### Strategy Rationale

#### Action Step 1 5

Collaboratively, identify the needs of the teacher via progress monitoring data

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Coaches' logs, informal and formal observations forms and Coaches feedback form.

#### Action Step 2 5

Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Agenda, sign-in sheets and data analysis sheets.

**Action Step 3** 5

Collaboratively, identify the needs of the teacher via progress monitoring data

**Person Responsible**

**Schedule**

***Evidence of Completion***

Coaches' logs, informal and formal observations forms and Coaches feedback form.

**Action Step 4** 5

Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Agenda, sign-in sheets and data analysis sheets.

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

Teachers will participate in PD and the Coaching Cycle to increase student engagement and rigor.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Formal and Informal observations and feedback forms.

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

Lesson plans, walk-throughs, common planning minutes, feedback forms, weekly admin/coaches meeting, informal and formal observations.

**Person Responsible**

**Schedule**

***Evidence of Completion***

I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,

**G3.B3.S2 Implementation of lesson study with specific grade level teachers; invite admin 4**

 S199127

**Strategy Rationale**

**Action Step 1 5**

Identify the lesson study focus based on the need of the department.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, walk-throughs and observations

**Action Step 2 5**

Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching

**Person Responsible**

**Schedule**

***Evidence of Completion***

Reflections guide, lesson plans and observations of implementation

**Action Step 3** 5

Identify the lesson study focus based on the need of the department.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, walk-throughs and observations

**Action Step 4** 5

Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching

**Person Responsible**

**Schedule**

***Evidence of Completion***

Reflections guide, lesson plans and observations of implementation

**Plan to Monitor Fidelity of Implementation of G3.B3.S2** 6

Implementation of lesson study with specific grade level teachers; invite admin

**Person Responsible**

**Schedule**

***Evidence of Completion***

Formal and informal observations and feedback forms.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7**

Lesson plans, walk-through, common planning minutes, feedback forms, weekly admin/coaches meeting, informal and formal observations.

**Person Responsible**

**Schedule**

***Evidence of Completion***

I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,

**G3.B3.S3 Curriculum, student engagement, Differentiated Instruction and Rigor professional development 4**

 S199128

**Strategy Rationale**

**Action Step 1 5**

Train teacher on how to design lesson that exemplify and embed the Four Pillars of Excellent Instruction in each content area.

**Person Responsible**

**Schedule**

Daily, from 9/14/2015 to 5/31/2016

***Evidence of Completion***

Lesson plans, Walk-throughs and Coaches Logs

**Plan to Monitor Fidelity of Implementation of G3.B3.S3 6**

Curriculum, student engagement, Differentiated Instruction and Rigor professional development

**Person Responsible**

**Schedule**

***Evidence of Completion***

Formal and informal observations and feedback forms.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7**

Professional Development, lesson plans and student engagement during lessons

**Person Responsible**

**Schedule**


**Evidence of Completion**

I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,

**G3.B4 Teachers lack of Data Driven Lessons 2**

 B187620

**G3.B4.S1 Design and deliver PD for data retrieval from Performance Matters 4**

 S199129

**Strategy Rationale**

**Action Step 1 5**

Teachers will prepare the student data chat form and hold data chats with each student

**Person Responsible**

**Schedule**

**Evidence of Completion**

Completion of "Tracking my own progress" forms

**Action Step 2 5**

Design and deliver PD for data retrieval from Performance Matters

**Person Responsible**

**Schedule**

**Evidence of Completion**

agenda, minutes

**Action Step 3** 5

Coaches and Teachers collaboratively complete and discuss the data reflection guide

**Person Responsible**

**Schedule**

***Evidence of Completion***

Data reflection guide

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

Teachers proficiency in use of insight/inform (data retrieval)

**Person Responsible**

**Schedule**

***Evidence of Completion***

Completion of data tracking guides and student data chats with “tracking my own data” forms

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

Attend PD with teachers for data retrieval, ensure teachers are pulling data from inform and insight.

**Person Responsible**

**Schedule**

***Evidence of Completion***

CAST, data binder and walkthroughs



**G3.B4.S2** Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps **4**

 S199130

### Strategy Rationale

#### Action Step 1 **5**

Teachers will implement their plan for mini lessons, RTI, and DI. Coaches will monitor plan for implementation and assist in small groups

##### **Person Responsible**

##### **Schedule**

##### ***Evidence of Completion***

Lesson plans, coaching logs, and observations

#### Action Step 2 **5**

Professional development session on how to analyze and interpret data into actionable steps

##### **Person Responsible**

##### **Schedule**

##### ***Evidence of Completion***

Student/Teacher Data Chats, agenda, minutes

#### Action Step 3 **5**

Collaboratively with coaches, teachers will create a calendar for bell ringers (mini-lesson) based on data and a plan for RTI and DI for individual students

##### **Person Responsible**

##### **Schedule**

##### ***Evidence of Completion***

Curriculum Calendar

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

Teachers will analyze and interpret data into actionable tables.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Calendar for re-teaching standards through mini lesson, targeted students for RTI and DI based on CGA data

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

Attend PD on how to analyze and interpret data into actionable steps. Ensure teachers are interpreting data into actionable steps. Encourage teachers to attend PD

**Person Responsible**

**Schedule**

***Evidence of Completion***

CAST, data binders, PD agendas and walkthroughs.

**G3.B4.S3** Implement ongoing common planning with data driven planning as a focus 4

 S199131

**Strategy Rationale**

**Action Step 1** 5

Model Common Planning among math teachers with an emphasized focus on planning based on data

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student/Teacher Data Chats, agenda, minutes, lesson plans

**Action Step 2** 5

Teachers will implement common planning with and emphasized focus on planning based on data

**Person Responsible**

**Schedule**

***Evidence of Completion***

Agenda, Lesson plans, minutes, Student/Teacher Data chats

**Plan to Monitor Fidelity of Implementation of G3.B4.S3** 6

Teacher are planning lessons that are data driven

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans and Observations

**Plan to Monitor Effectiveness of Implementation of G3.B4.S3** 7

Attend common planning to ensure that it is data driven. Encourage teachers to use data to drive lessons.

**Person Responsible**

**Schedule**

***Evidence of Completion***

CAST, Common Planning agendas, lesson plans, student assessments

**G3.B4.S4** Provide Data Trackers and Data Expectations for Teacher Made Assessments (Exit Tickets)

4

 S199132

**Strategy Rationale**

**Action Step 1** 5

Planning to have common exit tickets among teachers to ensure validity of data when comparing data. Bringing student examples of exit tickets to assess student understanding, knowledge, and misconceptions.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Common Planning forms, student examples of exit tickets

**Action Step 2** 5

Use of common planning and data trackers to monitor student learning and planning

**Person Responsible**

**Schedule**

***Evidence of Completion***

Common planning logs/forms, lesson plans, data trackers, observations

**Action Step 3** 5

Roll out data trackers and data expectations department wide with a focus on exit tickets to provide ongoing data between CGAs. Data expectations are to include bi-weekly submission of trackers and level of rigor and alignment required of exit tickets.

**Person Responsible**

**Schedule**

***Evidence of Completion***

data trackers, lesson plans, agenda, minutes

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

Monitor student learning through the use of data trackers

**Person Responsible**

**Schedule**

**Evidence of Completion**

Data Trackers and Exit Tickets

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

Monitor data trackers and ensure teachers are using with fidelity.

**Person Responsible**

**Schedule**

**Evidence of Completion**

CAST, lesson plans, student assessments and walkthroughs.

**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	Hero System	Ogelsby, Venetta	9/10/2015	Positive Referral; Pre Planning Agenda; Discipline Data Report	monthly
G2.B2.S1.A1	Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).	Kane, Rick	10/1/2015	PD calendar, materials, agenda, sign-in sheets, exit tickets	6/10/2016 monthly
G2.B2.S2.A1	Establish guidelines to facilitate Common Planning, establish norms and protocol.		Common Planning Norm template, agenda	one-time	
G2.B2.S3.A1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, student engagement, higher order questions, instruction aligned to benchmarks, use of AVID strategies, and differentiated instruction.	Burroughs, Lakeisha	9/7/2015	Calendar, schedule, Data collection instruments, coach's logs	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S4.A1	Based on observations, select and support model teachers through the implementation by co-teaching, coaching, debriefing, and assisting with materials and lesson planning.	Harvey, Latisha	9/7/2015	Observation forms, lesson plans	6/3/2016 biweekly
G2.B3.S1.A1	Collaboratively identify the needs of the teacher, via student progress monitoring and observation data.		Coaches logs, Feedback form	one-time	
G2.B3.S4.A1	Least restrictive environment		Scheduling; IEPs; CGA data; lesson plans	one-time	
G3.B3.S1.A1	Collaboratively, identify the needs of the teacher via progress monitoring data		Coaches' logs, informal and formal observations forms and Coaches feedback form.	once	
G3.B3.S2.A1	Identify the lesson study focus based on the need of the department.		Lesson plans, walk-throughs and observations	one-time	
G3.B3.S3.A1	Train teacher on how to design lesson that exemplify and embed the Four Pillars of Excellent Instruction in each content area.		9/14/2015	Lesson plans, Walk-throughs and Coaches Logs	5/31/2016 daily
G3.B4.S1.A1	Teachers will prepare the student data chat form and hold data chats with each student		Completion of "Tracking my own progress" forms	one-time	
G3.B4.S2.A1	Teachers will implement their plan for mini lessons, RTI, and DI. Coaches will monitor plan for implementation and assist in small groups		Lesson plans, coaching logs, and observations	once	
G3.B4.S3.A1	Model Common Planning among math teachers with an emphasized focus on planning based on data		Student/ Teacher Data Chats, agenda, minutes, lesson plans	once	
G3.B4.S4.A1	Planning to have common exit tickets among teachers to ensure validity of data when comparing data. Bringing student examples of exit tickets to assess student understanding, knowledge, and misconceptions.		Common Planning forms, student examples of exit tickets	once	
G2.B2.S1.A2	Delivery of Professional Development via pre-planning, common planning and early dismissal.	Harvey, Latisha	10/1/2015	PD calendar, materials, agenda, sign-in sheets, exit tickets	6/10/2016 biweekly
G2.B2.S2.A2	Ongoing collaboration to: plan, establish, and publish agendas for Common Planning meetings; publish agendas 24-48 hours prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for administration.		Minutes, agendas, sign-in sheets, logs	one-time	
G2.B2.S4.A2	Establish a schedule and rotation for all classroom teachers to observe implementation of model classroom practices.		Observation Forms	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A2	Provide Professional Development that would foster student engagement, differentiated instruction, and rigor. PD would include but not limited to AVID strategies, and analysis of data.		Agendas, sign-in sheets, exit slips, data analysis forms	one-time	
G3.B3.S1.A2	Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.		Agenda, sign-in sheets and data analysis sheets.	once	
G3.B3.S2.A2	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching		Reflections guide, lesson plans and observations of implementation	one-time	
G3.B4.S1.A2	Design and deliver PD for data retrieval from Performance Matters		agenda, minutes	one-time	
G3.B4.S2.A2	Professional development session on how to analyze and interpret data into actionable steps		Student/ Teacher Data Chats, agenda, minutes	once	
G3.B4.S3.A2	Teachers will implement common planning with and emphasized focus on planning based on data		Agenda, Lesson plans, minutes, Student/ Teacher Data chats	once	
G3.B4.S4.A2	Use of common planning and data trackers to monitor student learning and planning		Common planning logs/ forms, lesson plans, data trackers, observations	once	
G2.B3.S1.A3	Teachers will participate in coaching cycle, which would include planning, modeling, and co-teaching with explicit feedback.		Feedback form, Upward student data trends, Qualitative data derived from teacher observation forms.	one-time	
G3.B3.S1.A3	Collaboratively, identify the needs of the teacher via progress monitoring data		Coaches' logs, informal and formal observations forms and Coaches feedback form.	once	
G3.B3.S2.A3	Identify the lesson study focus based on the need of the department.		Lesson plans, walk-throughs and observations	one-time	
G3.B4.S1.A3	Coaches and Teachers collaboratively complete and discuss the data reflection guide		Data reflection guide	one-time	
G3.B4.S2.A3	Collaboratively with coaches, teachers will create a calendar for bell ringers (mini-lesson) based on data and a plan for RTI and DI for individual students		Curriculum Calendar	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S4.A3	Roll out data trackers and data expectations department wide with a focus on exit tickets to provide ongoing data between CGAs. Data expectations are to include bi-weekly submission of trackers and level of rigor and alignment required of exit tickets.		data trackers, lesson plans, agenda, minutes	once	
G3.B3.S1.A4	Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.		Agenda, sign-in sheets and data analysis sheets.	once	
G3.B3.S2.A4	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching		Reflections guide, lesson plans and observations of implementation	one-time	
G1.MA1	Discipline reports for any violent behaviors such as disputes, mutual combats, and assaults	Ogelsby, Venetta	Data Reports; Reduced numbers in Student code of conduct violations	one-time	
G1.B1.S1.MA1	Effectiveness of PBS		PBS Incentives; Positive Referral Count; Discipline Data Reports	once	
G1.B1.S1.MA1	Common Area and classroom behavior		Incentive plan for rewarding Positive Behavior,	once	
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	[no content entered]			once	
G2.MA1	All teachers will implement effective instruction aligned to the Common Core Standards and NGSSS benchmarks that show evidence of high student engagement and higher order questioning via AVID (WICOR).	Maxey, Angela	10/1/2015	Student data increase on CGA's, Bi-Weekly Assessments, FCAT 2.0 Science 2015, Common Core Assessments	6/10/2016 biweekly
G2.B2.S1.MA1	Design and deliver Professional Development in quality instruction that aligns to the benchmarks, Data-based problem solving, data-based instructional delivery, and Gradual Release Model. Instructional delivery will include AVID WICOR strategies.		Analysis of Exit tickets, progress monitoring of student growth from assessment data; CGA, Bi-Weekly Assessments and State assessments	one-time	
G2.B2.S1.MA1	Design and deliver Professional Development in quality instruction that aligns to the benchmarks, Data-based problem solving, data-based instructional delivery, and Gradual Release Model. Instructional delivery will include AVID WICOR strategies.		Analysis of lesson plans, informal and formal observations, Individual Professional	one-time	



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Development Plan		
G2.B3.S1.MA1	• Lesson Plans • Classroom Walk-throughs • Formal/Informal Observations • Common Planning Minutes • Feedback Forms • Weekly Admin/Coaches Meetings		Curriculum Guide Assessments, Bi- Weekly Assessments and FCAT 2.0 Science 2015, Common Core Assessments	one-time	
G2.B3.S1.MA1	Teachers will participate in Professional development and the coaching cycle to increase student engagement, differentiated instruction and rigor		9/1/2014	Feedback Forms, formal and informal observations, weekly Admin/coaches meetings, Qualitative and Quantitative data, coaching logs	one-time
G2.B2.S2.MA1	Administration and coaches will meet weekly to collect, and analyze observation data. Administration will monitor and determine where coaches need to intensify support and/or if professional development needs to be delivered based on the data.		Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data	one-time	
G2.B2.S2.MA1	Design and implement ongoing support for teachers through structured weekly Common Planning		Common Planning agendas and minutes, coaching logs, weekly Admin/coaches meetings	one-time	
G2.B2.S3.MA1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, instruction aligned to benchmarks, use of AVID WICOR strategies, and differentiated instruction		Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data	once	
G2.B2.S3.MA1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, instruction aligned to benchmarks, use of AVID WICOR strategies, and differentiated instruction		Coaching logs, feedback from observations, weekly Admin/coaches meetings, Admin/teacher data chats	one-time	
G2.B2.S4.MA1	Establish a Model Classroom and schedule of observations.		Teacher observation logs, classroom walkthroughs	one-time	
G2.B2.S4.MA1	Establish a Model Classroom and schedule of observations.		Teacher observation logs,	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			classroom walkthroughs		
G2.B3.S4.MA1	[no content entered]			once	
G2.B3.S4.MA1	Least Restrictive Environment		Lesson Plans, IEP reviews, CGA, IOAW, DAR, IREADY, FCAT 2.0 assessment data	one-time	
G3.MA1	CG data, lesson plans, and implementation of literacy and writing strategies	Harvey, Latisha	10/1/2015	Student work, interactive journals, and Achieve 3000 usage reports; increase in students' reading and writing performance on interval district assessments	6/10/2016 biweekly
G3.B3.S1.MA1	Lesson plans, walk-throughs, common planning minutes, feedback forms, weekly admin/coaches meeting, informal and formal observations.		I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	once	
G3.B3.S1.MA1	Teachers will participate in PD and the Coaching Cycle to increase student engagement and rigor.		Formal and Informal observations and feedback forms.	once	
G3.B4.S1.MA1	Attend PD with teachers for data retrieval, ensure teachers are pulling data from inform and insight.		CAST, data binder and walkthroughs	once	
G3.B4.S1.MA1	Teachers proficiency in use of insight/inform (data retrieval)		Completion of data tracking guides and student data chats with "tracking my own data" forms	once	
G3.B3.S2.MA1	Lesson plans, walk-through, common planning minutes, feedback forms, weekly admin/coaches meeting, informal and formal observations.		I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	once	
G3.B3.S2.MA1	Implementation of lesson study with specific grade level teachers; invite admin		Formal and informal observations and feedback forms.	once	
G3.B4.S2.MA1	Attend PD on how to analyze and interpret data into actionable steps. Ensure teachers are interpreting data into actionable steps. Encourage teachers to attend PD		CAST, data binders, PD agendas and walkthroughs.	once	
G3.B4.S2.MA1	Teachers will analyze and interpret data into actionable tables.		Calendar for re-teaching standards through mini lesson, targeted students for RTI and DI based on CGA data	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S3.MA1	Professional Development, lesson plans and student engagement during lessons		I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	once	
G3.B3.S3.MA1	Curriculum, student engagement, Differentiated Instruction and Rigor professional development		Formal and informal observations and feedback forms.	once	
G3.B4.S3.MA1	Attend common planning to ensure that it is data driven. Encourage teachers to use data to drive lessons.		CAST, Common Planning agendas, lesson plans, student assessments	once	
G3.B4.S3.MA1	Teacher are planning lessons that are data driven		Lesson Plans and Observations	once	
G3.B4.S4.MA1	Monitor data trackers and ensure teachers are using with fidelity.		CAST, lesson plans, student assessments and walkthroughs.	once	
G3.B4.S4.MA1	Monitor student learning through the use of data trackers		Data Trackers and Exit Tickets	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies and aligning instruction to the Common Core and NGSSS benchmarks and complexity.

**G2.B2** Lack of student engagement.

**G2.B2.S1** Design and deliver Professional Development in the components of quality instruction, AVID (WICOR) and strategies that will increase student engagement and total participation by students.

### PD Opportunity 1

Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).

#### Facilitator

Coaches and Admin Team

#### Participants

Academic and Elective teachers

#### Schedule

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

### PD Opportunity 2

Delivery of Professional Development via pre-planning, common planning and early dismissal.

#### Facilitator

Coaches and Admin Team

#### Participants

Academic and Elective Teachers

#### Schedule

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

**G2.B3** Lack of differentiated instruction and rigor

**G2.B3.S1** Collect student and observation data to prioritize and select teachers for implementation of coaching cycle.

**PD Opportunity 1**

Provide Professional Development that would foster student engagement, differentiated instruction, and rigor. PD would include but not limited to AVID strategies, and analysis of data.

**Facilitator**

Academic Coaches

**Participants**

**Schedule**

**G3.** Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers.

**G3.B3** Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson

**G3.B3.S2** Implementation of lesson study with specific grade level teachers; invite admin

**PD Opportunity 1**

Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching

**Facilitator**

PDF, AP, Reading Coach, and/or District Specialist

**Participants**

SS teachers

**Schedule**

**G3.B3.S3** Curriculum, student engagement, Differentiated Instruction and Rigor professional development

**PD Opportunity 1**

Train teacher on how to design lesson that exemplify and embed the Four Pillars of Excellent Instruction in each content area.

**Facilitator**

PDF, Academic Coaches, AP, and/or district specialist

**Participants**

Content Area

**Schedule**

Daily, from 9/14/2015 to 5/31/2016

**G3.B4** Teachers lack of Data Driven Lessons

**G3.B4.S1** Design and deliver PD for data retrieval from Performance Matters

**PD Opportunity 1**

Teachers will prepare the student data chat form and hold data chats with each student

**Facilitator**

**Participants**

**Schedule**

**PD Opportunity 2**

Design and deliver PD for data retrieval from Performance Matters

**Facilitator**

PDF, AP, and/or District Specialist

**Participants**

SS Teachers

**Schedule**

### **PD Opportunity 3**

Coaches and Teachers collaboratively complete and discuss the data reflection guide

#### **Facilitator**

#### **Participants**

#### **Schedule**

**G3.B4.S2** Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps

### **PD Opportunity 1**

Professional development session on how to analyze and interpret data into actionable steps

#### **Facilitator**

Mrs. Lewis and Mrs. Baker-Madden

#### **Participants**

Math Teachers

#### **Schedule**