

Duval County Public Schools

Southside Middle School



2016-17 Schoolwide Improvement Plan

Southside Middle School

2948 KNIGHTS LN E, Jacksonville, FL 32216

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	F*	D	F

**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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Southside Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Southside Middle's faculty and staff endeavor to create an environment where all students from diverse backgrounds are respected and appreciated.

Faculty and staff participate and facilitate extracurricular activities and community outreach programs to build Southside Middle as more than a place where students attend class, but a focal point in their lives, and the lives of their families.

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

From the moment Southside Middle's campus opens at 9 a.m., students are ushered to safe spaces by grade, and monitored by faculty and staff until the first bell of the day signals it is time for students to be released.

Southside Middle's faculty and staff is trained CHAMPS and Foundations best practices and the expectation is that they are practiced throughout.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Southside Middle is a CHAMPS and Foundations strategy-based school, with faculty and staff employing those best practices across the board, in and out of the classroom.

Students are presented with clear expectations on day one of school, and also participate in a presentation about the Student Code of Conduct, with the school's two deans strictly following the protocol within.

The school's discipline staff regularly attends district professional development and is allotted time during faculty and leadership team meetings to disseminate important information to faculty and staff.

The school's discipline team meets regularly with the school administration and guidance to review issues and concerns, and to plan how they will be resolved. Meetings are solution-focused.

We have implemented a PBIS plan as well as using a positive behavior tracking device called HERO school wide.

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

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

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

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

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

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	44	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	54	90	45	0	0	0	0	189
Course failure in ELA or Math	0	0	0	0	0	0	0	13	14	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	103	75	104	0	0	0	0	282

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	14	13	17	0	0	0	0	44

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Increased volunteering, reinstatement of PTSA, parent shadowing,

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Spaulding, Zeina	Principal
Proffitt, Derrick	Dean
Nolan, Blair	Instructional Coach
Crady, Jennifer	Assistant Principal
Oliver, Stephanie	Assistant Principal
Melton, Loneva	Instructional Coach
Kauffman, Rebecca	Other

b. Duties

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

The Rtl Leadership team will consist of the following individuals. Their responsibilities are listed beside their names. All of the team members will check for completion of all parts of the process before moving to the next tier.

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

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

Tier 1-

- A student is below grade level in any standardized testing(CGA, IOWA, FCAT, DAR, SRA, Reflex, iReady etc...) at the beginning of the year. Documentation of core curriculum is on-going. CHAMPs is ongoing. IB Unit Plans are integrated with core curriculum. Include implementer, Duration/frequency, fidelity/support, outcome of interventions.
- Parent conference-complete Parent conference summary form and keep in this packet

Tier 2-

- Student is grouped with other students that are below grade level. Documentation of specific interventions beyond core curriculum or behavioral norms. Include graphs here and implementer, Duration/frequency, fidelity/support, anecdotal logs, outcome of interventions.
- See Rtl team for an OBSERVATION to be done.
- Academic/Behavior Intervention Form-completed showing performance discrepancy from multiple

sources included here.

- Continue Tier 1 and Tier 2
- 2nd Parent Conference to be held. Parent conference summary form
- See Rtl team for 2nd OBSERVATION to be done.
- Team Meeting Minutes Form-Determine how Tier 3 will be addressed as a team. Tier 1 and Tier 2 run simultaneously.
- Team Teacher Input Form-To be completed by the core academic team. Please attach all documents listed on the bottom of the form.
- Rtl TEAM- Tier 3 Overview. Set up time to meet with Rtl Team. All teacher paperwork completed for Tier 1, Tier 2, and Tier 3 but they are still ongoing. The team completes the records review

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, along with programs offered during regular school hours. This includes the hiring of fulltime intensive reading and math teachers.

Title II

The District receives supplemental funds for improving basic education through the purchase of small equipment to educational programs.

Title III

Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Southside receives money to partially fund teacher positions and para positions for ELL support.

Supplemental Academic Instruction (SAI)

SAI funds will be used to fund during the day and after school tutoring programs.

Violence Prevention Programs

The District offers behavior intervention programs such as Student Options for Success and Night-Time substance abuse programs. Through Full Service School Referrals, students have access to free counseling.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Zeina Khanachet	Principal
Jennifer Hammock	Parent
Diane Jackson	Parent
Chandra Ward	Business/Community Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC meets on the last Tuesday of the month...We review initiatives and discuss updates of school happenings.

We have reviewed and refined this year's PIP and SIP.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

Items will be discussed at our September meeting

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Spaulding, Zeina	Principal
Nolan, Blair	Instructional Coach
Kauffman, Rebecca	Other
Crady, Jennifer	Assistant Principal
Jackson, Diane	SAC Member
Melton, Loneva	Instructional Coach
Kirk, Matt	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

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

Goal: Ensuring that Southside is a good place to teach and learn, by promoting safety and productivity. There are consistent expectations and consequences for student behavior.

Our Plan:

Provide structure with clear expectations, monitoring for safety, and rituals and routines throughout the hallways

Recognize teachers and students

Participate in a community building service project

Provide space and time for teacher development

Create an after school tutoring program

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

Recruit teachers who are already deemed Highly Effective.

Retain new teachers via Mentoring and Induction for Novice Teachers (MINT) by providing PD and mentoring.

Assign new teachers a qualified mentor.

Retain teachers via collaborative planning and coaching.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

Work with district directors and specialists to ensure that caliber of work is at the rigor and complexity of state standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: After School Program

Minutes added to school year: 20,000

TEAM UP Core Areas

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

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

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

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

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

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

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Outcomes:

1. Ninety percent of regularly attending students will increase their math and or reading grades by half a grade or more.
2. Ninety percent of regularly attending students will score at or above level (3) in FCAT reading and/ or math.

3. Ninety percent of regularly attending students will have 10 or less absences for the school year.
4. Ninety percent of regularly attending students will be promoted to the next grade level.
5. Ninety percent of regularly attending students will report positive thoughts about program benefits, including a positive attitude about school.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

NA

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all stakeholders are given a voice, professional development is collaborative, focused and intentional, and administrators and coaches provide intentional support, then student performance will increase.
- G2.** If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase.
- G3.** If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all stakeholders are given a voice, professional development is collaborative, focused and intentional, and administrators and coaches provide intentional support, then student performance will increase. 1a

G084130

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	37.0
FSA Mathematics Achievement	37.0
FCAT 2.0 Science Proficiency	39.0

Targeted Barriers to Achieving the Goal 3

- Novice Teachers-content knowledge issues, classroom management issues, retention issues

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G1. 8

Baseline Data, Student performance data

Person Responsible

Zeina Spaulding

Schedule

Biweekly, from 9/2/2016 to 5/30/2017

Evidence of Completion

Data from testing results.

G2. If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase. **1a**

G084131

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	37.0

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher understanding about unpacking the standards and cognitive complexity levels.
- Lack of teacher understanding about effective unit / lesson planning process
- Lack of teacher understanding about using data to drive instructional decisions

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional Coaches for Reading/ELA, Math, IB, and ESOL
- District Specialists
- ELL support/programs/scheduling
- Gradual Release built into Carnegie math enrichment program
- Administrative walk-throughs with feedback
- Professional Development and Early Release Days training
- Equip Student work protocol

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

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

Person Responsible

Zeina Spaulding

Schedule

Evidence of Completion

G3. If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase. 1a

G084132

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	37.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher integration of International Baccalaureate Programme methodologies and philosophies with rigorous instructional classroom practices.
- Lack of teacher implementation of effective pedagogical practices that impacts student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches for Reading/ELA, Math, IB, ESOL
- Common Planning for Content Areas
- Support of District Coaches
- Differentiated Accountability Team
- ELL Support/Programs / scheduling
- Administrative Support
- PD & Early Release Days
- Walkthroughs with feedback
- Permanent Sub on campus
- MSAP grant funds for curriculum integration and professional development

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all stakeholders are given a voice, professional development is collaborative, focused and intentional, and administrators and coaches provide intentional support, then student performance will increase. **1**

 G084130

G1.B1 Novice Teachers-content knowledge issues, classroom management issues, retention issues **2**

 B223529

G1.B1.S1 Collaborative, team centric, safe PLCS where more voices are heard **4**

 S235850

Strategy Rationale

By creating a safe environment for teachers to be heard, and learn, teachers are more willing to try new things, and be more receptive to support

Action Step 1 **5**

Administrators and Coaches will create a supportive learning environment in PLCs where teachers can share ideas and ensure all voices are heard.

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 10/24/2016 to 5/31/2017

Evidence of Completion

More opportunities for teachers to lead PLC rather than coaches and admin....see agendas

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

Survey data to see if teachers feel that PLCs are supportive, collaborative and team centric

Person Responsible

Schedule

Evidence of Completion

survey results

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

Person Responsible

Schedule

Evidence of Completion

G2. If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase. 1

G084131

G2.B1 Lack of teacher understanding about unpacking the standards and cognitive complexity levels. 2

B223533

G2.B1.S1 Ensure that all teachers know what rigor is 4

S235853

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

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

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

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

Person Responsible

Blair Nolan

Schedule

Weekly, from 10/3/2016 to 5/31/2017

Evidence of Completion

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

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

administration will monitor the quality of questions

Person Responsible

Zeina Spaulding

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

G2.B1.S2 Model what rigor looks like by content 4

S235854

Strategy Rationale

Action Step 1 5

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Changes in lesson planning expectations, HOT questions in lesson plans

Action Step 2 5

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 9/2/2016 to 9/2/2016

Evidence of Completion

Real world application type problems, interactive journals

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Completed walk-through forms with feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.B1.S3 Conduct observations to find model classrooms for peers to review **4**

 S235855

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Evidenced observed from Math PD

Action Step 2 **5**

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Teacher-Student made Charts

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

walkthrough observations with feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Person Responsible


Schedule

Evidence of Completion

G2.B3 Lack of teacher understanding about using data to drive instructional decisions **2**

 B223535

G2.B3.S1 Teachers will use data to drive instruction **4**

 S235857

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Zeina Spaulding

Schedule

Biweekly, from 10/24/2016 to 6/1/2017

Evidence of Completion

Data chat documentation

Action Step 2 **5**

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

Person Responsible

Rebecca Kauffman

Schedule

Biweekly, from 10/24/2016 to 4/3/2017

Evidence of Completion

Data chat documentation

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

Every 3 Weeks, from 10/24/2016 to 4/3/2017

Evidence of Completion

increased student participation, choice in work, literature circles, learning centers, probing questions for reading and student discourse

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

Training on Performance Matters

Person Responsible

Zeina Spaulding

Schedule

On 10/12/2016

Evidence of Completion

providing small group instruction and grouping in classes


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

Person Responsible

Schedule

Evidence of Completion

G2.B3.S2 Teachers will utilize data across the department and the use of flexible student grouping to provide remediation, maintenance, and enrichment **4**

 S235858

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Jennifer Crady

Schedule

Quarterly, from 10/24/2016 to 5/31/2017

Evidence of Completion

Centers in classes

Action Step 2 **5**

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

Person Responsible

Zeina Spaulding

Schedule

Triannually, from 10/24/2016 to 4/28/2017

Evidence of Completion

data binders

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Data chat forms

Action Step 4 5

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

Person Responsible

Zeina Spaulding

Schedule

Monthly, from 10/24/2016 to 5/31/2017

Evidence of Completion

walkthrough forms focusing on student interactive journals

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3. If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase. 1

G084132

G3.B2 Lack of teacher implementation of effective pedagogical practices that impacts student achievement

2

B223537

G3.B2.S1 Teachers will incorporate higher order questioning strategies, probing questions, and student discourse. 4

S235860

Strategy Rationale

Action Step 1 5

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

Person Responsible

Blair Nolan

Schedule

On 1/11/2017

Evidence of Completion

Observation logs

Action Step 2 5

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

Person Responsible

Rebecca Kauffman

Schedule

Every 6 Weeks, from 10/24/2016 to 5/31/2017

Evidence of Completion

walkthrough forms focusing on questioning

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S2 Teachers will utilize the Gradual Release of Responsibility method when planning and delivering lessons. 4

S235861

Strategy Rationale

Action Step 1 5

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

Person Responsible

Loneva Melton

Schedule

On 11/7/2016

Evidence of Completion

lesson modeling artifacts

Action Step 2 5

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

Person Responsible

Rebecca Kauffman

Schedule

On 11/16/2016

Evidence of Completion

lesson modeling artifacts

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

Daily, from 10/24/2016 to 6/1/2017

Evidence of Completion

observations

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S3 Teachers will increase student engagement and accountable talk to promote critical thinking, problem solving, and effective oral and written communication. 4

S235862

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Zeina Spaulding

Schedule

Daily, from 10/31/2016 to 4/28/2017

Evidence of Completion

Increased student participation, choice in work and increased student discourse

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

Daily, from 10/24/2016 to 5/31/2017

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Zeina Spaulding

Schedule

Daily, from 10/24/2016 to 5/31/2017

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Zeina Spaulding

Schedule

Weekly, from 10/24/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S4 Teachers will develop conceptual understanding of topics by providing hands-on learning experiences. 4

 S235863

Strategy Rationale

Action Step 1 5

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

Person Responsible

Stephanie Oliver

Schedule

Quarterly, from 10/24/2016 to 6/1/2017

Evidence of Completion

Some hands on activities based on available materials

Action Step 2 5

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

Person Responsible

Stephanie Oliver

Schedule

Monthly, from 10/24/2016 to 5/31/2017

Evidence of Completion

student lab reports

Action Step 3 5

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

Person Responsible

Stephanie Oliver

Schedule

Biweekly, from 10/24/2016 to 5/31/2017

Evidence of Completion

teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S5 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery. 4

S235864

Strategy Rationale

Action Step 1 5

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

Person Responsible

Zeina Spaulding

Schedule

On 6/2/2017

Evidence of Completion

Updated teacher lesson plans

Action Step 2 5

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

Person Responsible

Zeina Spaulding

Schedule

On 6/2/2017

Evidence of Completion

walkthrough focus forms

Action Step 3 5

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

Person Responsible

Zeina Spaulding

Schedule

On 6/2/2017

Evidence of Completion

updated teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S5 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S5 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S6 Teachers will incorporate problem solving skills, utilizing a problem solving model, and regularly expose students to a variety of problem solving methods and graphic organizers. 4

S235865

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

On 11/28/2016

Evidence of Completion

updated teacher lesson plans

Action Step 2 5

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

Person Responsible

Loneva Melton

Schedule

Daily, from 10/24/2016 to 4/28/2017

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Jennifer Crady

Schedule

Weekly, from 10/24/2016 to 5/31/2017

Evidence of Completion

Common lessons, CBC, CWT documentation and Administrative observation logs

Plan to Monitor Fidelity of Implementation of G3.B2.S6 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S6 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S8 Teachers will use data with students to set goals and differentiate instruction. 4

S235866

Strategy Rationale

Action Step 1 5

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

Person Responsible

Stephanie Oliver

Schedule

Quarterly, from 11/1/2016 to 4/28/2017

Evidence of Completion

Began week of 11/01/16 in the classrooms, Assistant Principal met individually with student with the biggest loss on CGA1

Action Step 2 5

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

Person Responsible

Stephanie Oliver

Schedule

Quarterly, from 11/1/2016 to 4/28/2017

Evidence of Completion

teacher lesson plans

Action Step 3 5

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

Person Responsible

Stephanie Oliver

Schedule

Quarterly, from 11/1/2016 to 4/28/2017

Evidence of Completion

teacher lesson plans

Action Step 4 5

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

Person Responsible

Stephanie Oliver

Schedule

Quarterly, from 11/1/2016 to 4/28/2017

Evidence of Completion

walkthrough focus forms

Plan to Monitor Fidelity of Implementation of G3.B2.S8 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S8 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA1 M309688	observations from daily walk throughs and CAST observations, along with artifacts from classrooms...	Spaulding, Zeina	No Start Date		No End Date weekly
G3.MA1 M309703	[no content entered]		No Start Date		No End Date once
G1.B1.S1.MA1 M309675	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M309676	Survey data to see if teachers feel that PLCs are supportive, collaborative and team centric		No Start Date	survey results	No End Date every-2-months
G2.B3.S1.MA1 M309684	[no content entered]		No Start Date		No End Date once
G3.B2.S1.MA1 M309689	[no content entered]		No Start Date		No End Date once
G3.B2.S1.MA1 M309690	[no content entered]		No Start Date		No End Date once
G2.B1.S2.MA1 M309680	[no content entered]		No Start Date		No End Date once
G2.B1.S2.MA1 M309681	[no content entered]		No Start Date		No End Date once
G2.B3.S2.MA1 M309686	[no content entered]		No Start Date		No End Date once
G2.B3.S2.MA1 M309687	[no content entered]		No Start Date		No End Date once
G3.B2.S2.MA1 M309691	[no content entered]		No Start Date		No End Date once
G3.B2.S2.MA1 M309692	[no content entered]		No Start Date		No End Date once
G2.B1.S3.MA1 M309682	[no content entered]		No Start Date		No End Date once
G2.B1.S3.MA1 M309683	[no content entered]		No Start Date		No End Date once
G3.B2.S3.MA1 M309693	[no content entered]		No Start Date		No End Date once
G3.B2.S3.MA1 M309694	[no content entered]		No Start Date		No End Date once
G3.B2.S3.A1 A304194	Lead teachers in the Lesson Study process focusing on specific instructional strategies from the...		No Start Date	Increased student participation, choice in work integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse.	No End Date one-time
G3.B2.S4.MA1 M309695	[no content entered]		No Start Date		No End Date once
G3.B2.S4.MA1 M309696	[no content entered]		No Start Date		No End Date once

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S5.MA1 M309697	[no content entered]		No Start Date		No End Date once
G3.B2.S5.MA1 M309698	[no content entered]		No Start Date		No End Date once
G3.B2.S6.MA1 M309699	[no content entered]		No Start Date		No End Date once
G3.B2.S6.MA1 M309700	[no content entered]		No Start Date		No End Date once
G3.B2.S8.MA1 M309701	[no content entered]		No Start Date		No End Date once
G3.B2.S8.MA1 M309702	[no content entered]		No Start Date		No End Date once
G2.B1.S2.A2 A304177	Plan to identify cognitive complexity levels and select real-world application problems for student...	Spaulding, Zeina	9/2/2016	Real world application type problems, interactive journals	9/2/2016 weekly
G2.B3.S1.MA1 M309685	Training on Performance Matters	Spaulding, Zeina	10/12/2016	providing small group instruction and grouping in classes	10/12/2016 one-time
G3.B2.S2.A1 A304191	Model during class instruction how to effectively implement each section of the Gradual Release of...	Melton, Loneva	11/7/2016	lesson modeling artifacts	11/7/2016 one-time
G3.B2.S2.A2 A304192	Model exactly what is expected of the students before having them work on an activity, graphic...	Kauffman, Rebecca	11/16/2016	lesson modeling artifacts	11/16/2016 one-time
G3.B2.S6.A1 A304205	Model the usage of CUBES3 strategy during instruction of real-world application problems.		11/7/2016	updated teacher lesson plans	11/28/2016 one-time
G3.B2.S1.A1 A304189	Model all components of higher order questioning strategies and the utilization of probing...	Nolan, Blair	1/11/2017	Observation logs	1/11/2017 one-time
G2.B3.S1.A2 A304183	Utilize assessment data to develop reading and/or writing groups for small group instruction.	Kauffman, Rebecca	10/24/2016	Data chat documentation	4/3/2017 biweekly
G2.B3.S1.A3 A304184	Match instructional strategies and materials to students' learning needs based on classroom...	Spaulding, Zeina	10/24/2016	increased student participation, choice in work, literature circles, learning centers, probing questions for reading and student discourse	4/3/2017 every-3-weeks
G2.B3.S2.A2 A304186	Maintain current data binders that have evidence of data disaggregation that is used to drive...	Spaulding, Zeina	10/24/2016	data binders	4/28/2017 triannually
G3.B2.S3.A2 A304195	Provide opportunities for students to contribute to class discussion and elaborate upon their own...	Spaulding, Zeina	10/31/2016	Increased student participation, choice in work and increased student discourse	4/28/2017 daily
G3.B2.S6.A2 A304206	Incorporate effective problem solving strategies in all Mathematics courses across the department...	Melton, Loneva	10/24/2016	Effective problem solving techniques are incorporated weekly during PLC. Continue with modeling and highlighting teachers that are effectively implementing during instruction.	4/28/2017 daily
G3.B2.S8.A1 A304208	Engage students in the debriefing process by individually meeting with students to discuss...	Oliver, Stephanie	11/1/2016	Began week of 11/01/16 in the classrooms, Assistant Principal met individually with student with the biggest loss on CGA1	4/28/2017 quarterly
G3.B2.S8.A2 A304209	Use district generated mini-lessons at the beginning of each class to target weakest benchmarks...	Oliver, Stephanie	11/1/2016	teacher lesson plans	4/28/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S8.A3 A304210	Create bell ringers based on data as a lead into instruction based on the curriculum guide for 6th...	Oliver, Stephanie	11/1/2016	teacher lesson plans	4/28/2017 quarterly
G3.B2.S8.A4 A304211	Conduct regularly scheduled walkthroughs to specifically observe teachers and students using data...	Oliver, Stephanie	11/1/2016	walkthrough focus forms	4/28/2017 quarterly
G1.MA1 M309677	Baseline Data, Student performance data	Spaulding, Zeina	9/2/2016	Data from testing results.	5/30/2017 biweekly
G1.B1.S1.A1 A304174	Administrators and Coaches will create a supportive learning environment in PLCs where teachers can...	Spaulding, Zeina	10/24/2016	More opportunities for teachers to lead PLC rather than coaches and admin....see agendas	5/31/2017 weekly
G2.B1.S1.MA1 M309678	administration will monitor the quality of questions	Spaulding, Zeina	10/3/2016		5/31/2017 monthly
G2.B1.S1.MA1 M309679	By unpacking the benchmarks and providing professional development on the item specifications,...	Nolan, Blair	10/3/2016	Evidence will be weekly lesson planning with teachers and HOT question development	5/31/2017 weekly
G3.B2.S1.A2 A304190	Monitor common planning sessions and conduct classroom walkthroughs to observe the implementation...	Kauffman, Rebecca	10/24/2016	walkthrough forms focusing on questioning	5/31/2017 every-6-weeks
G2.B3.S2.A1 A304185	Provide Professional Development on using current data to both guide instruction (secondary...	Crady, Jennifer	10/24/2016	Centers in classes	5/31/2017 quarterly
G2.B3.S2.A3 A304187	Conduct consistent data chats (administrator-coach, coach-teacher, and teacher-student) to ensure...	Spaulding, Zeina	10/3/2016	Data chat forms	5/31/2017 quarterly
G2.B3.S2.A4 A304188	Monitor Data notebooks and/or student interactive journals for evidence of data conversation and...	Spaulding, Zeina	10/24/2016	walkthrough forms focusing on student interactive journals	5/31/2017 monthly
G3.B2.S3.A3 A304196	Incorporate engaging activities in varied partner, triad, quad, and/or small group activities that...	Spaulding, Zeina	10/24/2016	Increased student participation, choice in work, integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse	5/31/2017 daily
G3.B2.S3.A4 A304197	Implement a daily rotational block to differentiate instruction based on student needs that include...	Spaulding, Zeina	10/24/2016	Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3	5/31/2017 daily
G3.B2.S3.A5 A304198	Increase and monitor activities active learning strategies, such as Think-Pair-Share, Socratic...	Spaulding, Zeina	10/24/2016	Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3	5/31/2017 weekly
G3.B2.S4.A2 A304200	Conduct school or District Aligned Investigations in conjunction with the District Curriculum...	Oliver, Stephanie	10/24/2016	student lab reports	5/31/2017 monthly
G3.B2.S4.A3 A304201	Post five FCAT-like multiple choice questions on the board prior to the lab, refer to them...	Oliver, Stephanie	10/24/2016	teacher lesson plans	5/31/2017 biweekly
G3.B2.S6.A3 A304207	Monitor common planning and conduct classroom walkthroughs to observe the implementation of...	Crady, Jennifer	10/24/2016	Common lessons, CBC, CWT documentation and Administrative observation logs	5/31/2017 weekly
G2.B1.S1.A1 A304175	Conduct Common planning sessions at least once a week for each grade level with a focus on...	Spaulding, Zeina	8/15/2016	Common Lessons, CBC, warm-ups by remediation for CGA-1, Focus lessons in Literature Circles with a focus on CGA deficits	6/1/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1 A304182	Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and...	Spaulding, Zeina	10/24/2016	Data chat documentation	6/1/2017 biweekly
G2.B1.S2.A1 A304176	Provide Professional Development on unpacking benchmarks to identify cognitive complexity and...	Spaulding, Zeina	8/15/2016	Changes in lesson planning expectations, HOT questions in lesson plans	6/1/2017 weekly
G2.B1.S2.A3 A304178	Conduct walk-throughs that will monitor the implementation of real-world application problems at...	Spaulding, Zeina	8/15/2016	Completed walk-through forms with feedback	6/1/2017 daily
G3.B2.S2.A3 A304193	Conduct regularly scheduled walkthroughs to specifically observe the use of the GRRM during...	Spaulding, Zeina	10/24/2016	observations	6/1/2017 daily
G2.B1.S3.A1 A304179	Conduct Professional Development in common planning to infuse charting strategies across the...	Spaulding, Zeina	8/15/2016	Evidenced observed from Math PD	6/1/2017 weekly
G3.B2.S4.A1 A304199	Conduct an inventory of needed consumables for aligned investigations and purchase necessary lab...	Oliver, Stephanie	10/24/2016	Some hands on activities based on available materials	6/1/2017 quarterly
G2.B1.S3.A2 A304180	Complete in common planning a model of the charting process to be used by each teacher in an...	Spaulding, Zeina	9/2/2016	Teacher-Student made Charts	6/2/2017 weekly
G2.B1.S3.A3 A304181	Model the usage (reference) of the chart during instructional delivery.	Spaulding, Zeina	9/2/2016	walkthrough observations with feedback	6/2/2017 weekly
G3.B2.S5.A1 A304202	Provide professional development on how to create and use Essential Questions & High Order Thinking...	Spaulding, Zeina	9/2/2016	Updated teacher lesson plans	6/2/2017 one-time
G3.B2.S5.A2 A304203	Conduct checks for understanding throughout a lesson by engaging students in accountable talk...	Spaulding, Zeina	9/2/2016	walkthrough focus forms	6/2/2017 one-time
G3.B2.S5.A3 A304204	Incorporate the use of white boards and/or mimeo clickers when asking higher and lower-order...	Spaulding, Zeina	9/2/2016	updated teacher lesson plans	6/2/2017 one-time

V. Professional Development Opportunities

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

G2. If all teachers plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides and is aligned to the state standards, then student achievement will increase.

G2.B1 Lack of teacher understanding about unpacking the standards and cognitive complexity levels.

G2.B1.S1 Ensure that all teachers know what rigor is

PD Opportunity 1

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

Facilitator

District based Specialist, School-based Literacy Coach

Participants

ELA teachers, Reading Teachers, Creative Writing Teachers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

G2.B1.S2 Model what rigor looks like by content

PD Opportunity 1

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

Facilitator

District-based Math Specialist, School-based Math Coach

Participants

Math teachers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

G2.B1.S3 Conduct observations to find model classrooms for peers to review

PD Opportunity 1

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

Facilitator

District-based Math Specialist, School-based Math Coach

Participants

Math teachers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

PD Opportunity 2

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

Facilitator

School Based Math Coach

Participants

Math Teachers

Schedule

Weekly, from 9/2/2016 to 6/2/2017

G2.B3 Lack of teacher understanding about using data to drive instructional decisions

G2.B3.S1 Teachers will use data to drive instruction

PD Opportunity 1

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

Facilitator

District-based Reading Specialist, School-based Literacy Coach

Participants

ELA teachers, Reading Teachers, Creative Writing teachers

Schedule

Every 3 Weeks, from 10/24/2016 to 4/3/2017

G2.B3.S2 Teachers will utilize data across the department and the use of flexible student grouping to provide remediation, maintenance, and enrichment

PD Opportunity 1

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

Facilitator

School-based Testing Coordinator

Participants

All Teachers

Schedule

Quarterly, from 10/24/2016 to 5/31/2017

G3. If all teachers deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication then student achievement will increase.

G3.B2 Lack of teacher implementation of effective pedagogical practices that impacts student achievement

G3.B2.S3 Teachers will increase student engagement and accountable talk to promote critical thinking, problem solving, and effective oral and written communication.

PD Opportunity 1

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

Facilitator

school based coach

Participants

Reading/ELA teachers

Schedule

G3.B2.S5 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery.

PD Opportunity 1

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

Facilitator

AP / District Science Coach

Participants

Science Teachers

Schedule

On 6/2/2017

G3.B2.S6 Teachers will incorporate problem solving skills, utilizing a problem solving model, and regularly expose students to a variety of problem solving methods and graphic organizers.

PD Opportunity 1

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

Facilitator

School-based Mathematics Coach

Participants

math teachers

Schedule

On 11/28/2016