Lake Shore Middle School

2016-17 Schoolwide Improvement Plan

Lake Shore Middle School

2519 BAYVIEW RD, Jacksonville, FL 32210

http://www.duvalschools.org/lakeshore

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	78%

School Grades History

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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,](section 1008.33) 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:](Rule 6A-1.099811)

- 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 Lake Shore 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Lake Shore is divided into three separate small learning communities. Each community has dedicated staff and resources including administrators, school counselors, and support facilitators to ensure that students' learning is nurtured in a more intimate environment meeting individual needs.

Assistant Principals and Dean address discipline concerns immediately. Students receive immediate consequences. Additionally, a strong Positive Behavioral Support Plan is in place helping students change negative behaviors more positively.

Additionally, during School, the following are enforced:
-Structured movement during transition to classes
- School wide Hall Pass system is monitored
-Uniform and ID policy enhances students' safety and structured movement procedures
- Instructional team Rituals and Routines are developed and reviewed
- Students making good choices are selected and celebrated as Student of the Month

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.

Lake Shore Middle School has developed a system to where students who are causing disruption to the learning environment are immediately addressed. Using the DCPS Student Code of conduct, a

Positive Behavior Support system, and a cohesive set of guidelines and policies (IDs, Dress Code, Class Transition, Arrival Dismissal,etc..) all students are directed and redirected accordingly. Students, staff, parents, and families are involved in the development and the execution of our set policies that govern and guide student discipline.

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.

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

Additionally, students with elevated behavioral concerns have been assigned staff mentors. Lake Shore Middle is also participating in a district wide program that allows students to receive counseling services through a trained social worker/behavior specialist on site. The NVP program will be utilized to meet the needs of students with chronic behavior challenges.

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.

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

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	90	130	112	0	0	0	0	332
One or more suspensions	0	0	0	0	0	0	103	96	93	0	0	0	0	292
Course failure in ELA or Math	0	0	0	0	0	0	34	111	68	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	0	0	0	129	113	121	0	0	0	0	363

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	142	145	131	0	0	0	0	418

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

Academic histories are run by the end of the second week of school to check credits. We also run academic history of new students every month. If we have a student from out of county, we transcribe their grades to make sure they have the appropriate credits. We determine if there are grades missing that need to be requested, finalization issues, or true credit recovery. We then call the students down to discuss options and have them sign an agreement of understanding that they know they have to recover the course. In prior years, we were only offering FLVS and support in TEAM UP, but now we offer the physical course with a teacher after school.

To supply extra support for students scoring a level 1 on the Reading and/or Math FSA, every student has been strategically scheduled to receive instruction from the same Reading and Math teacher every day. This support allows the students to remediate and build skills that are causing low performance. This strategy allows the teacher to have a lesser load of students and use data to drive differentiated instruction for every student to increase student achievement. ELL and ESOL subgroup students are also scheduled in cohorts to ensure adequate educational support, accommodations and progress monitoring is provided in their classes.

B. Family and Community Engagement
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).

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. § 6314(b)(1)(F).

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

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/352936.

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

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.

The administration and staff at Lake Shore middle rely on community partnerships to enhance school programs and the school Mission/Vision and supplement instructional supplies. As needed, the administration reaches out to retain local partnerships to assist in filling the needs of students and initiatives on campus. The school also builds and sustains partnerships with the local community by inviting them to parent involvement activities such as orientation, open house, parent nights, SAC, and PTSA meetings.

C. 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).

1. School Leadership Team

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

Name	Title
Begley, Christopher	Principal
Gottberg, Caleb	Assistant Principal
Barfield, Kirsten	Instructional Coach
Cardoza, Amanda	Instructional Coach
Ross, Nkoyo	Assistant Principal
Durkin, Rebecca	Assistant Principal

b. Duties

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

The Principal oversees all areas of the SIP. The Assistant Principals are responsible for specific subject areas and are instrumental in directing what needs to happen in their assigned content areas. The Dean oversees all referrals and safety issues and promotes school wide positive behavior processes. The Test Coordinator is responsible for data disaggregation and helping teachers understand the data. The Math Coach oversees the Math department and the Literacy Coach oversees Language Arts and Reading. Each member meets weekly with the subject area professional learning community (PLC). During PLC's, lessons are planned, data is analyzed, student work is analyzed, and standards/benchmarks are unpacked. Also during PLC's, professional development is provided on areas of concern according to the school based action plan or identified areas based on classroom walk-throughs.

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.

The leadership team meets weekly to discuss interventions, student learning gains, monitor the implementation of the Response to Intervention model, and collaborate for efficiency of school wide systems and processes. The team will provide training to faculty and staff on RtI processes. The team also meets to:
-Discuss professional development needs
-Examine and analyze data to make RtI decisions
-Monitor the fidelity of teacher involvement in the RtI process.
The Team will use a wide array of strategies and interventions to help achieve current SIP goals. The Team will analyze real time data in order to determine deficits and implement such strategies.

Title I funds are used to increase the teachers on the staff. Funds will also be used to allow students to participate in educational field trips. Finally, the Title I funds will be used to engage the parents in school activities and meetings.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christopher Begley	Principal
Judy Edwards	Education Support Employee
Stevie Watts	Business/Community
Rose Looney	Parent
Milton Person	Parent
durkin, rebecca	Education Support Employee
Nkoyo Ross	Education Support Employee
Caleb Gottberg	Education Support Employee

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

Team meets monthly to review and revise SIP and suggest improvements. The rough draft of the School improvement plan will be presented at the SAC meeting on September 6, 2016. Members were asked to assist in developing the Parent Involvement Plan by offering input on programs and activities to enhance parental support and promote student achievement.

b. Development of this school improvement plan

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

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

Team reviews allocation and suggests redirection as needed.

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

The funds will be used to support the different programs.

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
Cardoza, Amanda	Instructional Coach
Gottberg, Caleb	Assistant Principal
Begley, Christopher	Principal
Ross, Nkoyo	Assistant Principal
Barfield, Kirsten	Instructional Coach
Durkin, Rebecca	Assistant Principal
Collinsworth, Chris	Teacher, ESE
Grooms, Richard	Dean
Call, Melissa	Administrative Support

b. Duties

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

The literacy team consists of all administrators, dean of students, all instructional coaches, teacher leaders per subject area, and a student. The team meets monthly to analyze data and develop a plan to implement literacy in all content areas, including electives.
School-wide Literacy Plan is as follows:
*All subject areas will implement close reading strategies
*EQuiP Protocol will be utilized to analyze student work and ensure alignment to standards and Item Specs.
*Achieve 3000 will be implemented in Reading/ ELA/ Social Studies and Science classes
*Data will be utilized to drive instruction in all content areas
*Literacy Week Activities will be planned
*Data Chats
*Small Group Instruction
*Model effective reading instruction
*Collaborate with all subject area PLC's to promote reading and writing strategies across content areas
*Gradual release model instructional lessons (I do, we do, you do) used in all subject areas

The LLT will work on reading critically in all content areas. The members of the team will ensure that the reading strategies that need to be used will be properly disseminated to all teachers.

The LLT will use teacher reflections of the content focused PLC sessions to initiate and refine the PLC process in the school. During the PLC meetings, the LLT will use various research based literature and AVID resources to enrich all content areas.

D. 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).

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

Teachers have been divided into Professional Learning Communities by subject area. Through this collaborative effort, teachers are able to review data, instruction, and research to suggest and implement improved practices in the classroom. Additionally, district support is brought in to support teachers as needed. Most teachers have been given common planning to encourage this work. Administration is regularly present and supports the teachers while providing any necessary supplies and resources. Professional Development sessions are also planned both by content area or school wide as

applicable. Opening of school activities are planned to encourage team building and enhance a positive working relationship between teachers and staff.

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

Lake Shore is a Professional Development School in partnership with the University of North Florida. We host several interns and in turn end up hiring many of the interns who we train. Lake Shore also recruits Teach for America teachers.
In order to retain teachers, we offer year long professional development. Teachers work closely with other teachers in their Professional Learning Communities. Teachers are also encouraged to enroll in training that is offered by the district. Our school also works to retain new teachers by placing them in the district MINT program. This program pairs new teachers (brand new and new to the school) with a mentor teacher based on content expertise. The new teacher and mentor meet weekly, and the school-based professional development
facilitator meets with new teachers monthly.

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

New teachers are paired with an experienced teacher who teaches the same content as the novice teacher. Lake Shore also has a National Board Certified Professional Development Facilitator who meets monthly with the novice teachers. Mentor teachers observe the novice teachers at least 3 times a year and meet with the novice teacher bimonthly. New teachers also participate in the district's MINT program. Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.
Each of the mentees will meet with their support mentor once a week. The mentors collect data on their mentees and provide feedback on classroom management, lesson delivery, etc.
The district MINT support activities include:
1. Mentor observation cycles, which new teachers receive formative feedback and targeted coaching
2. New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
3. PDF monthly MINT learning sessions that focus on identified areas of need
4. Collaborative learning PLC's provide additional layers of support and learning opportunities.

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.

ELA- Uses district curriculum guides, grade level appropriate texts, Achieve 3000, On the Record, iLit.

Math uses Digits/Pearson/Eureka curriculum, Team Up after school, after school tutoring.

**District support provides regular training to be implemented in the school. Admin and coaches regularly monitor and debrief with teachers.

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.

The school uses data to identify sub-groups and provide differentiated instruction to meet the diverse needs of students through scheduling students based on their achievement levels. Schedule requirements state that any student who made a level 1 and 2 (lowest 30%) are double blocked in reading and math.

Joint planning provides opportunity for ESE and general education teachers to develop strategies to use for specific lessons and specific students to assist students having difficulty attaining proficiency. Curriculum vertical planning will take place across all grade levels the last nine weeks of school to ramp up the curriculum and prepare students academically for next year. This will assist in front loading content prerequisite skills and provide a strong foundation of the content for students.

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: Extended School Day

Minutes added to school year: 3,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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

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

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

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. § 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.

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

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.

Students are given the opportunity to select which elective classes that they wish to take. Guidance counselors regularly meet with students to make sure they are on the right track with their education. Students participate in formulating a 6 year academic plan in grades 6th and 7th through the school counseling department and AVID (6th). 8th graders also complete a 4 year High School Plan and Career Planning in their History classes. Students in all 3 grades complete a Career Assessment Inventory and an individualized plan for future college and career studies. This provides them a guide to the prerequisites for those careers.

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

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

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

N/A

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.

IB MYP and AVID strategies have been implemented throughout the school to prepare students for success and to compete in a global economy.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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 teachers implement the district curriculum guides, as well as utilize close reading and accountable talk strategies with fidelity, then there will be an increase in proficiency and gains on district and state assessments.

G2. If all teachers implement the Gradual Release Model and small group data driven instruction, then there will be an increase in proficiency and gains on district and state assessments.

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 teachers implement the district curriculum guides, as well as utilize close reading and accountable talk strategies with fidelity, then there will be an increase in proficiency and gains on district and state assessments. 1a

🔑 G084150

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher ability to effectively unpack and stay on schedule with the curriculum guides
- Lack of familiarity with close reading and accountable talk strategies in core content areas

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Monitor differentiated instruction during instruction as well as accountable talk in classrooms. Monitor lesson plans for evidence of implementation.

Person Responsible

Christopher Begley

Schedule

Weekly, from 9/1/2016 to 4/30/2017

Evidence of Completion

Lesson Plans and classroom observations, Data Notebooks.

G2. If all teachers implement the Gradual Release Model and small group data driven instruction, then there will be an increase in proficiency and gains on district and state assessments. `1a`

🔍 G084151

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge and ability to provide small group instructional strategies in all core academic areas

- Inconsistency in students' self reflection in monitoring and tracking their own data

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

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

- Title I Resources

- Onsite Professional Development during early release

- Subject area common planning time

- Computer Carts are available in classrooms

- Tiered planning for teachers to observe other teachers

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

Christopher Begley

Schedule

Quarterly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Lesson plans, classroom observations and book study questions, data tracking forms.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If all teachers implement the district curriculum guides, as well as utilize close reading and accountable talk strategies with fidelity, then there will be an increase in proficiency and gains on district and state assessments. 1

🔑 G084150

G1.B1 Lack of teacher ability to effectively unpack and stay on schedule with the curriculum guides 2

🔑 B223600

G1.B1.S1 Training and use of district support in providing protocols for unpacking curriculum guides/ implementation during PLCs. 4

🔑 S235938

Strategy Rationale

To ensure consistency of instruction provided in all content area classrooms.

Action Step 1 5

Training on UNIFY and Performance Matters to collect, analyze, and disaggregate data.

Person Responsible

Richard Grooms

Schedule

Semiannually, from 8/24/2016 to 4/28/2017

Evidence of Completion

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

Action Step 2 5

Training on using stations to differentiate instruction.

Person Responsible

Christopher Begley

Schedule

Semiannually, from 8/24/2016 to 4/28/2017

Evidence of Completion

Agenda from training.

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

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

Person Responsible

Caleb Gottberg

Schedule

Evidence of Completion

Data notebook that is used on a daily basis.

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

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

Person Responsible

Christopher Begley

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Data notebook, lesson plans, walkthroughs.

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

🔑 S235939

Strategy Rationale

To optimize comprehension and student ownership.

Action Step 1 5

Continued training on developing and implementing exit slips.

Person Responsible

Kirsten Barfield

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Agendas from training, PLC Agendas.

Action Step 2 5

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

Person Responsible

Kirsten Barfield

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Agenda from training.

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

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

Person Responsible

Rebecca Durkin

Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Rebecca Durkin

Schedule

Daily, from 8/24/2016 to 6/2/2017

Evidence of Completion

Lesson plans and walkthroughs.

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

🔑 S235940

Strategy Rationale

To streamline instruction and focus on identified deficits for additional remediation.

Action Step 1 `5`

Develop Focus Calendars for 6th, 7th, and 8th Grade based on CGA, FCAT Science (8th), ACHIEVE 3000, Digits, and EUREKA data.

Person Responsible

Caleb Gottberg

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Focus Calendars, PLC Agendas

Action Step 2 `5`

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

Person Responsible

Amanda Cardoza

Schedule

On 8/24/2016

Evidence of Completion

Agenda from training.

Action Step 3 5

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

Person Responsible

Kirsten Barfield

Schedule

Semiannually, from 8/24/2016 to 5/26/2017

Evidence of Completion

Agenda from training.

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

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

Person Responsible

Kirsten Barfield

Schedule

Daily, from 8/8/2016 to 8/8/2016

Evidence of Completion

Lesson plans and walkthroughs.

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

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

Person Responsible

Rebecca Durkin

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Focus calendar, lesson plans, and walkthroughs.

G1.B2 Lack of familiarity with close reading and accountable talk strategies in core content areas [2]

🔑 B223601

G1.B2.S1 Professional Development on the scope of the Curriculum Guides, Lesson Guides, close reading and accountable talk strategies [4]

🔑 S235941

Strategy Rationale

To increase opportunities for student discourse and collaboration across all content areas.

Action Step 1 [5]

Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides as well as close reading and accountable talk strategies.

Person Responsible

Nkoyo Ross

Schedule

On 8/24/2016

Evidence of Completion

Agenda from PD

Action Step 2 [5]

Use Curriculum guides and Lesson Guides to plan lessons on a daily basis that include opportunities for student discourse.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/24/2016 to 6/9/2017

Evidence of Completion

Lesson plans, PLC Agendas, student attendance and engagement

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

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

Person Responsible

Christopher Begley

Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Lesson Plans and walkthroughs.

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

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

Person Responsible

Caleb Gottberg

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

CGA data

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

S235942

Strategy Rationale

To ensure alignment to district curriculum.

Action Step 1 [5]

Professional development on lesson planning using the Curriculum Guides and Lesson Guides. Professional Development on accountable talk and close reading strategies.

Person Responsible

Amanda Cardoza

Schedule

On 8/31/2016

Evidence of Completion

Agenda from PD

Action Step 2 [5]

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

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/24/2016 to 6/9/2017

Evidence of Completion

Lesson plans and reflections, PLC Agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S2 [6]

Implement coaching cycle on lesson planning based on needs.

Person Responsible

Kirsten Barfield

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 [7]

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

Person Responsible

Christopher Begley

Schedule

Semiannually, from 8/29/2016 to 4/28/2017

Evidence of Completion

CAST Evaluations

G2. If all teachers implement the Gradual Release Model and small group data driven instruction, then there will be an increase in proficiency and gains on district and state assessments. `1`

🔍 G084151

G2.B2 Inconsistency in students' self reflection in monitoring and tracking their own data `2`

🔍 B223603

G2.B2.S1 School-Based Leadership Team will provide teachers with a data tracking form to assist students in tracking, taking ownership of their data, and goal setting. This process will give students the opportunity to track their own data and monitor their progress and set individual goals as applicable. `4`

🔍 S235944

Strategy Rationale

Lack of student accountability and ownership.

Action Step 1 `5`

Evaluate the lack of student accountability and ownership as well as the inconsistent implementation of small group instruction. Review the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.

Person Responsible

Christopher Begley

Schedule

On 8/26/2016

Evidence of Completion

Principal Notes/Admin observations

Action Step 2 `5`

Brainstorm and collaborate on areas that need to be addressed in order for teachers to master the gradual release model to effectively implement differentiated learning.

Person Responsible

Christopher Begley

Schedule

On 8/26/2016

Evidence of Completion

Team Notes

Action Step 3 `5`

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

Person Responsible

Christopher Begley

Schedule

On 8/26/2016

Evidence of Completion

Professional Development agenda, Notes, and Teacher Artifacts

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

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

Person Responsible

Christopher Begley

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Notes and Priority PD List

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

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

Person Responsible

Christopher Begley

Schedule

On 6/2/2017

Evidence of Completion

CAST Portal and Focus Group Notes

G2.B2.S2 Academic Coaches and District Specialists will provide professional development, model strategies, and debrief with tiered teachers on the implementation of the gradual release model in the classroom as well as data tracking, to ensure that teachers are releasing instruction to students. 4

🔑 S235945

Strategy Rationale

Inconsistent implementation of the Gradual Release Model

Action Step 1 5

Meet together to schedule and prepare early release and planning day professional development. Develop agendas, tasks, and presentations to assist teachers in acquiring the skills and knowledge needed to effectively track student data, assist students in tracking their own data, as well as implement the gradual release model in the classroom.

Person Responsible

Christopher Begley

Schedule

On 4/28/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Caleb Gottberg

Schedule

On 4/28/2017

Evidence of Completion

Notes, Updated Agenda, Focus Group Notes, Debriefs

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

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

Person Responsible

Rebecca Durkin

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Christopher Begley

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Coaches Logs, Focus/Classroom Walkthrough Notes, Meeting Agendas

G2.B2.S3 Principal, School-Based Leadership Team, Coaches, and District Specialists will conduct a review of teacher implementation of the gradual release model and student data tracking as compared to the CAST Portal Data for next steps in the 2016-2017 school year. 4

🔍 S235946

Strategy Rationale

For tracking growth and monitoring

Action Step 1 5

Assess, based on the CAST DCPS Evaluation Portal, the areas of improvement for the gradual release model. Also review data tracking forms for students.

Person Responsible

Christopher Begley

Schedule

Semiannually, from 8/26/2016 to 4/28/2017

Evidence of Completion

CAST Portal, Debrief Notes, Student data tracking forms

Action Step 2 5

Create a prioritized list of deficits to address in ongoing professional development during the Spring of 2016-2017 and Fall of 2017-2018.

Person Responsible

Christopher Begley

Schedule

Semiannually, from 5/1/2016 to 5/26/2017

Evidence of Completion

Notes and List. Revised PD Plan

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

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

Person Responsible

Christopher Begley

Schedule

Semiannually, from 12/1/2016 to 6/2/2017

Evidence of Completion

Review Notes and Debrief Agenda

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

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

Person Responsible

Christopher Begley

Schedule

Semiannually, from 12/1/2016 to 4/1/2017

Evidence of Completion

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

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					
G1.B1.S1.MA1 M309862	Implement ongoing support for teachers through common planning and one on one based on needs.	Gottberg, Caleb	No Start Date	Data notebook that is used on a daily basis.	No End Date one-time
G1.B1.S3.MA1 M309866	Focus lessons are apparent on a daily basis in the classroom and in lesson plans.	Barfield, Kirsten	8/8/2016	Lesson plans and walkthroughs.	8/8/2016 daily
G1.B2.S1.A1 A304324	Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides as...	Ross, Nkoyo	8/24/2016	Agenda from PD	8/24/2016 one-time
G1.B1.S3.A2 A304322	Training on how to integrate focus lessons on a daily basis.	Cardoza, Amanda	8/24/2016	Agenda from training.	8/24/2016 one-time
G2.B2.S1.A1 A304328	Evaluate the lack of student accountability and ownership as well as the inconsistent...	Begley, Christopher	8/26/2016	Principal Notes/Admin observations	8/26/2016 one-time
G2.B2.S1.A2 A304329	Brainstorm and collaborate on areas that need to be addressed in order for teachers to master the...	Begley, Christopher	8/26/2016	Team Notes	8/26/2016 one-time
G2.B2.S1.A3 A304330	Prioritize professional development and professional development materials for teachers and...	Begley, Christopher	8/26/2016	Professional Development agenda, Notes, and Teacher Artifacts	8/26/2016 one-time
G1.B2.S2.A1 A304326	Professional development on lesson planning using the Curriculum Guides and Lesson Guides....	Cardoza, Amanda	8/31/2016	Agenda from PD	8/31/2016 one-time
G2.B2.S3.MA1 M309876	Compare results from Mid-Year to End of Year observation and student performance data on Curriculum...	Begley, Christopher	12/1/2016	Data from testing and CAST Portal Observation Data, Debrief Notes, Next Steps	4/1/2017 semiannually
G1.B1.S1.A1 A304317	Training on UNIFY and Performance Matters to collect, analyze, and disaggregate data.	Grooms, Richard	8/24/2016	Evidence of a data notebook that is utilized on a daily basis.	4/28/2017 semiannually
G1.B1.S1.A2 A304318	Training on using stations to differentiate instruction.	Begley, Christopher	8/24/2016	Agenda from training.	4/28/2017 semiannually
G1.B2.S2.MA1 M309869	CAST evaluations reflect highly effective in Domain 1: Planning and Preparation	Begley, Christopher	8/29/2016	CAST Evaluations	4/28/2017 semiannually
G2.B2.S2.A1 A304331	Meet together to schedule and prepare early release and planning day professional development....	Begley, Christopher	9/1/2016	Presentations, Notes, Topics, Teacher practices and artifacts, teacher evidence including lesson plans.	4/28/2017 one-time
G2.B2.S2.A2 A304332	Debrief and refine professional development for teachers. Model in classrooms the strategies being...	Gottberg, Caleb	9/1/2016	Notes, Updated Agenda, Focus Group Notes, Debriefs	4/28/2017 one-time
G2.B2.S3.A1 A304333	Assess, based on the CAST DCPS Evaluation Portal, the areas of improvement for the gradual release...	Begley, Christopher	8/26/2016	CAST Portal, Debrief Notes, Student data tracking forms	4/28/2017 semiannually
G1.MA1 M309871	Monitor differentiated instruction during instruction as well as accountable talk in classrooms....	Begley, Christopher	9/1/2016	Lesson Plans and classroom observations, Data Notebooks.	4/30/2017 weekly
G1.B1.S3.A3 A304323	Training on pacing to accomplish all objectives within the class period.	Barfield, Kirsten	8/24/2016	Agenda from training.	5/26/2017 semiannually
G2.B2.S3.A2 A304334	Create a prioritized list of deficits to address in ongoing professional development during the...	Begley, Christopher	5/1/2016	Notes and List. Revised PD Plan	5/26/2017 semiannually
G1.B1.S1.MA1 M309861	Data is used to create small groups and stations in the classroom to help close the gaps in student...	Begley, Christopher	8/24/2016	Data notebook, lesson plans, walkthroughs.	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 🔑 M309867	Curriculum Guide Assessment data reflects completion of all objectives within the nine week...	Gottberg, Caleb	8/24/2016	CGA data	6/2/2017 quarterly
G1.B2.S1.MA1 🔑 M309868	Implement ongoing support for teachers through common planning and one on one PD based on needs.	Begley, Christopher	8/24/2016	Lesson Plans and walkthroughs.	6/2/2017 weekly
G2.B2.S1.MA1 🔑 M309872	Review of the teacher POST CAST portal and focus group input on resources and PD.	Begley, Christopher	10/31/2016	CAST Portal and Focus Group Notes	6/2/2017 one-time
G2.B2.S1.MA1 🔑 M309873	Principal will initiate a review of the gradual release model. Additionally, leadership team and...	Begley, Christopher	8/8/2016	Notes and Priority PD List	6/2/2017 quarterly
G1.B1.S2.MA1 🔑 M309863	Exit slips are used on a daily basis to check for understanding and drive instruction.	Durkin, Rebecca	8/24/2016	Lesson plans and walkthroughs.	6/2/2017 daily
G1.B1.S2.MA1 🔑 M309864	Develop exit slips during common planning and PLC time. Analyze exit slip data during common...	Durkin, Rebecca	8/24/2016	Evidence of using data to drive instruction in the lesson plan.	6/2/2017 weekly
G1.B1.S2.A1 🔑 A304319	Continued training on developing and implementing exit slips.	Barfield, Kirsten	8/31/2016	Agendas from training, PLC Agendas.	6/2/2017 quarterly
G1.B1.S2.A2 🔑 A304320	Continued training on using exit slip data to drive instruction on a daily basis.	Barfield, Kirsten	8/31/2016	Agenda from training.	6/2/2017 quarterly
G1.B2.S2.MA1 🔑 M309870	Implement coaching cycle on lesson planning based on needs.	Barfield, Kirsten	8/22/2016	Observations	6/2/2017 monthly
G2.B2.S2.MA1 🔑 M309874	Review teacher input to determine teacher receptiveness to training/CP. Schedule ongoing classroom...	Begley, Christopher	8/8/2016	Coaches Logs, Focus/Classroom Walkthrough Notes, Meeting Agendas	6/2/2017 daily
G2.B2.S2.MA1 🔑 M309875	Plan and provide ongoing PD during common planning to teachers on the gradual release model.	Durkin, Rebecca	8/8/2016	Early release agenda, common planning agenda, observation/ conference agenda, teacher focus group meeting minutes, debriefs	6/2/2017 weekly
G1.B1.S3.MA1 🔑 M309865	Focus calendars are developed and prioritized based on data. Focus lessons are implemented on a...	Durkin, Rebecca	8/8/2016	Focus calendar, lesson plans, and walkthroughs.	6/2/2017 quarterly
G1.B1.S3.A1 🔑 A304321	Develop Focus Calendars for 6th, 7th, and 8th Grade based on CGA, FCAT Science (8th), ACHIEVE...	Gottberg, Caleb	8/29/2016	Focus Calendars, PLC Agendas	6/2/2017 quarterly
G2.B2.S3.MA1 🔑 M309877	Conduct middle of year and end of year review of implementation progress.	Begley, Christopher	12/1/2016	Review Notes and Debrief Agenda	6/2/2017 semiannually
G2.MA1 🔑 M309878	Professional development will be monitored, book study notes, classroom observations and lesson...	Begley, Christopher	9/1/2016	Lesson plans, classroom observations and book study questions, data tracking forms.	6/9/2017 quarterly
G1.B2.S1.A2 🔑 A304325	Use Curriculum guides and Lesson Guides to plan lessons on a daily basis that include opportunities...	Ross, Nkoyo	8/24/2016	Lesson plans, PLC Agendas, student attendance and engagement	6/9/2017 weekly
G1.B2.S2.A2 🔑 A304327	Using the Curriculum Guides and Lesson Guides, create lesson plans and reflect on previous lessons...	Ross, Nkoyo	8/24/2016	Lesson plans and reflections, PLC Agendas	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If all teachers implement the district curriculum guides, as well as utilize close reading and accountable talk strategies with fidelity, then there will be an increase in proficiency and gains on district and state assessments.

G1.B1 Lack of teacher ability to effectively unpack and stay on schedule with the curriculum guides

G1.B1.S1 Training and use of district support in providing protocols for unpacking curriculum guides/ implementation during PLCs.

PD Opportunity 1

Training on UNIFY and Performance Matters to collect, analyze, and disaggregate data.

Facilitator

Literacy and Math Coaches

Participants

All Teachers, Administrators

Schedule

Semiannually, from 8/24/2016 to 4/28/2017

PD Opportunity 2

Training on using stations to differentiate instruction.

Facilitator

Literacy and Math Coaches

Participants

All Teachers, Administrators

Schedule

Semiannually, from 8/24/2016 to 4/28/2017

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

PD Opportunity 1

Continued training on developing and implementing exit slips.

Facilitator

Literacy and Math Coaches

Participants

All teachers, Administrators

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Literacy and Math Coaches

Participants

All Teachers, Administrators

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

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

PD Opportunity 1

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

Facilitator

Coaches, Administrators

Participants

All Teachers, Administrators

Schedule

On 8/24/2016

PD Opportunity 2

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

Facilitator

Coaches

Participants

All Teachers

Schedule

Semiannually, from 8/24/2016 to 5/26/2017

G1.B2 Lack of familiarity with close reading and accountable talk strategies in core content areas

G1.B2.S1 Professional Development on the scope of the Curriculum Guides, Lesson Guides, close reading and accountable talk strategies

PD Opportunity 1

Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides as well as close reading and accountable talk strategies.

Facilitator

Literacy and Math Coach, Administrators

Participants

All Teachers, Administrators

Schedule

On 8/24/2016

PD Opportunity 2

Use Curriculum guides and Lesson Guides to plan lessons on a daily basis that include opportunities for student discourse.

Facilitator

Gottberg; Ross; Durkin

Participants

All teachers, Administrators

Schedule

Weekly, from 8/24/2016 to 6/9/2017

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

PD Opportunity 1

Professional development on lesson planning using the Curriculum Guides and Lesson Guides. Professional Development on accountable talk and close reading strategies.

Facilitator

Math and Literacy Coaches

Participants

All teachers, Administrators

Schedule

On 8/31/2016

VI. Technical Assistance Items

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

G2. If all teachers implement the Gradual Release Model and small group data driven instruction, then there will be an increase in proficiency and gains on district and state assessments.

G2.B2 Inconsistency in students' self reflection in monitoring and tracking their own data

G2.B2.S1 School-Based Leadership Team will provide teachers with a data tracking form to assist students in tracking, taking ownership of their data, and goal setting. This process will give students the opportunity to track their own data and monitor their progress and set individual goals as applicable.

TA Opportunity 1

Evaluate the lack of student accountability and ownership as well as the inconsistent implementation of small group instruction. Review the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.

Facilitator

Participants

Schedule

On 8/26/2016

VII. Budget

1	G1.B1.S1.A1	Training on UNIFY and Performance Matters to collect, analyze, and disaggregate data.	$0.00
2	G1.B1.S1.A2	Training on using stations to differentiate instruction.	$0.00
3	G1.B1.S2.A1	Continued training on developing and implementing exit slips.	$0.00
4	G1.B1.S2.A2	Continued training on using exit slip data to drive instruction on a daily basis.	$0.00
5	G1.B1.S3.A1	Develop Focus Calendars for 6th, 7th, and 8th Grade based on CGA, FCAT Science (8th), ACHIEVE 3000, Digits, and EUREKA data.	$0.00
6	G1.B1.S3.A2	Training on how to integrate focus lessons on a daily basis.	$0.00
7	G1.B1.S3.A3	Training on pacing to accomplish all objectives within the class period.	$0.00
8	G1.B2.S1.A1	Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides as well as close reading and accountable talk strategies.	$0.00
9	G1.B2.S1.A2	Use Curriculum guides and Lesson Guides to plan lessons on a daily basis that include opportunities for student discourse.	$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			District-Wide	General Fund		$200.00
			Notes: General Professional Development on CGs. (Supplies)			
10	G1.B2.S2.A1		Professional development on lesson planning using the Curriculum Guides and Lesson Guides. Professional Development on accountable talk and close reading strategies.			$0.00
11	G1.B2.S2.A2		Using the Curriculum Guides and Lesson Guides, create lesson plans and reflect on previous lessons and analyze student work.			$0.00
12	G2.B2.S1.A1		Evaluate the lack of student accountability and ownership as well as the inconsistent implementation of small group instruction. Review the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.			$0.00
13	G2.B2.S1.A2		Brainstorm and collaborate on areas that need to be addressed in order for teachers to master the gradual release model to effectively implement differentiated learning.			$0.00
14	G2.B2.S1.A3		Prioritize professional development and professional development materials for teachers and coaches.			$0.00
15	G2.B2.S2.A1		Meet together to schedule and prepare early release and planning day professional development. Develop agendas, tasks, and presentations to assist teachers in acquiring the skills and knowledge needed to effectively track student data, assist students in tracking their own data, as well as implement the gradual release model in the classroom.			$0.00
16	G2.B2.S2.A2		Debrief and refine professional development for teachers. Model in classrooms the strategies being implemented for teachers. Teachers will participate in focus groups and lesson studies to assist the leadership team in creating an agenda for the following school year.			$0.00
17	G2.B2.S3.A1		Assess, based on the CAST DCPS Evaluation Portal, the areas of improvement for the gradual release model. Also review data tracking forms for students.			$0.00
18	G2.B2.S3.A2		Create a prioritized list of deficits to address in ongoing professional development during the Spring of 2016-2017 and Fall of 2017-2018.			$0.00
					Total:	$200.00