

Duval County Public Schools

Jean Ribault Middle School



2016-17 Schoolwide Improvement Plan

Jean Ribault Middle School

3610 RIBAUTL SCENIC DR, Jacksonville, FL 32208

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p align="center">Middle School 6-8</p>	<p>2015-16 Title I School</p> <p align="center">Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p align="center">100%</p>
<p>Primary Service Type (per MSID File)</p> <p align="center">K-12 General Education</p>	<p>Charter School</p> <p align="center">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p align="center">96%</p>

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	53
Appendix 2: Professional Development and Technical Assistance Outlines	57
Professional Development Opportunities	57
Technical Assistance Items	62
Appendix 3: Budget to Support Goals	62

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 Jean Ribault 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.

To provide exceptional educational opportunities for every student, everyday.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

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

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.

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

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	87	92	85	0	0	0	0	264
One or more suspensions	0	0	0	0	0	0	6	22	13	0	0	0	0	41
Course failure in ELA or Math	0	0	0	0	0	0	6	12	13	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	83	101	93	0	0	0	0	277

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	96	94	97	0	0	0	0	287

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

The school employs several interventions to improve the academic performance of students target as early Warning students such as:
 -home visits by school counselors, district social worker, SRO and Dean;
 -utilize City Year' behavior and attendance program;
 -utilize Hero and incentive plan for those who are awarded points for specific attendance and positive behavior indicators
 -teachers submit attendance referrals when a student misses his 5th day of the marking period to help prevent truancy;
 -holding conferences quarterly with the designated school counselor;

- referral for wrap-around services (when applicable) such as NVPUSA and/or Full Service Plus;
- administrators and/or Deans meeting with parents after the 1st suspension and students are placed on behavior contracts or referred to S.O.S;
- mentors are requested and assigned for students through Achievers For Life program;
- teachers, administrators, academic coaches, counselors, and district specialist hold data chats with students; and
- incentives are given for participation/attendance in tutoring;
- Team 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?

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/309857>.

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.

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

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

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

- Southpoint Community Church
- Availity
- United Way
- Comminities in Schools
- Jacksonville Jewish Center
- Walgreens (Edgewood Location)

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

- 5000 Role Models of Excellence;
- NVPUSA (Non Violence Project of USA);
- FUII Service Plus w/ on site therapist

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

b. Duties

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

- Principal: Angela Maxey
- Assistant Principal: Rick Kane
- Assistant Principal: Latisha Harvey
- Assistant Principal (intern): Terell Campbell
- Dean of Students: Venetta Oglesby
- Math Coach: Lakeisha Burroughs
- ESE Lead Teacher/MTSS Facilitator: Victoria Pickford
- School Counselor/MTSS : Seanta Jones, Deidra Clayton
- ISSP/Athletic Director: Roscoe Thorpe, iii

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

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

assessment and implementation monitoring.

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

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

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

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

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

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

The Tier 2 supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and or the school support staff. Following data analysis,

instructional strategies are created during common planning by content area teachers and school based coaches. Small group instruction is then facilitated by the teacher. Data is monitored to determine the level of success. The Tier 3 supports are individualized and occur throughout the year. Tier 3 individual education is data based using various data sources which include but are not limited to: State assessments data, district assessments, student GPA, discipline data, and attendance data.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Jayne Johnson (Availity)	Business/Community
Angela Maxey	Principal
Savannah Pope	Student
Lakeisha Burroughs	Teacher
Rev. Clifford Johnson	Business/Community
Shannon Stephens (Father)	Parent
Yvette Pettiford	Education Support Employee
Matthew Birt	Business/Community

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

b. Development of this school improvement plan

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

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

Principal Maxey and TBA, SAC Chair will meet to discuss school's budget and staff allocation plan.

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

The SAC did not use any School Improvement funds during the 2015-16 school year.

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
Washington, Christina	Teacher, K-12
Pickford, Victoria	Teacher, ESE
Burroughs, Lakeisha	Instructional Coach
Harvey, Latisha	Assistant Principal

b. Duties

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

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

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.

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

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

The school works with the DCPS Human Resource department to seek out highly qualified candidates to interview for vacant positions. Use district partnerships with Teach for America (TFA) and Jacksonville Teacher Residency (JTR through QEA) to secure qualified candidates. Participate in district hosted and Quality Education for All (QEA) teacher fairs.

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

All first year teachers are participating in the MINT program is the School District of Duval County Public Schools formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. MINT participants will meet bi-weekly for professional development. MINT the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps

ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

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

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.

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

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

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

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: 27,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burroughs, Lakeisha, burroughsl@duvalschools.org

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

State and district assessments. Student grades.

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.

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

6th grade students who are considered "at risk" will be recruited by AFL. The course master has also included

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

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

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.

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

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

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.

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 we develop a culturally responsive campus for every student and every staff member by focusing on our climate and culture, then our student achievement will increase.
- G2.** All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies and aligning instruction to the Common Core and NGSSS benchmarks and complexity.
- G3.** Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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 we develop a culturally responsive campus for every student and every staff member by focusing on our climate and culture, then our student achievement will increase. 1a

G084212

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0
Discipline incidents	1000.0
2+ Course Failures - Middle Grades	5.0
Retained Students	30.0
School Climate Survey - Staff	95.0
School Climate Survey - Student	95.0
School Climate Survey - Parent	50.0
Effective+ Teachers (VAM)	83.0
Teacher attendance rate	90.0
Effective+ Administrators	100.0

Targeted Barriers to Achieving the Goal 3

- Mindset
- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS Plan
- DTU Contract
- Evaluation Tools
- Parent, Teacher, and Student Surveys
- Focus
- Performance Matters
- Instructional Materials (ie curriculum, instructional technology programs)

Plan to Monitor Progress Toward G1. 8

Survey Data

Person Responsible

Angela Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

District and School Based Survey Data

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

G084213

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	30.0
FSA Mathematics Achievement	35.0
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Angela Williams

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Student data increases on district assessments, teacher and curriculum based assessments, FCAT 2.0 Science, Achieve3000, and iReady.

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

G084214

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of Classroom Management
- Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson
- Teachers lack of Data Driven Lessons

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

review and analyze Achieve3000, iReady data, district assessment data

Person Responsible

Angela Williams

Schedule

Biweekly, from 10/1/2016 to 2/28/2017

Evidence of Completion


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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we develop a culturally responsive campus for every student and every staff member by focusing on our climate and culture, then our student achievement will increase. **1**

 G084212

G1.B1 Mindset **2**

 B223769

G1.B1.S1 Disaggregate Survey data **4**

 S236102

Strategy Rationale

Identify strengths, weaknesses, and next steps

Action Step 1 **5**

Survey Data

Person Responsible

Angela Williams

Schedule

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

Evidence of Completion

Data Report

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

Common Area and classroom behavior

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Incentive plan for rewarding Positive Behavior

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

Effectiveness of PBS

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

PBS Incentives; Positive Referral Count; Discipline Data Reports

G1.B1.S2 Consistently Incorporate School Data Points at Monthly Parent Nights and **4**

 S236103

Strategy Rationale

Keep stakeholders abreast of what is currently happening and the ongoing progress of the school to adjust

Action Step 1 **5**

Share data points with all stakeholders at family nights

Person Responsible

Venetta Ogelsby

Schedule

On 6/2/2017

Evidence of Completion

increase participation; Change in attitudes, perceptions and behaviors of stakeholders

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

Conduct data chats with leadership team to develop data presentations.

Person Responsible

Rick Kane

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reflective Notes; Survey data

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

Meet to review the data points prior to presenting at meetings

Person Responsible

Latisha Harvey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The meeting agendas; data slides for presentation

G1.B2 Time 2

 B223770

G1.B2.S1 Analyze data to create needs assessment 4

 S236104

Strategy Rationale

Find trends in data and items from survey to address needs of students and parents

Action Step 1 5

Create opportunities during and after school

Person Responsible

Rick Kane

Schedule

Biweekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Master schedule; community partnerships and programs; agendas and notes from meetings.

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

review notes and agendas, lesson plans; current surveys

Person Responsible

Angela Williams

Schedule

On 4/28/2017

Evidence of Completion

Admin meetings; lesson plans; walkthroughs

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

Lesson plan and PBIS implementation; administer surveys

Person Responsible

Angela Williams

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Lesson Plans; discipline data; data from parent surveys; classroom walkthroughs

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

G084213

G2.B2 Lack of student engagement. 2

B223773

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

S236105

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Lakeisha Burroughs

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Latisha Harvey

Schedule

Biweekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

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

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

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

Person Responsible

Latisha Harvey

Schedule

Monthly, from 9/5/2016 to 4/3/2017

Evidence of Completion

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

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

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

Person Responsible

Angela Williams

Schedule

Quarterly, from 9/5/2016 to 4/3/2017

Evidence of Completion

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

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

S236106

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Angela Williams

Schedule

Weekly, from 6/13/2016 to 6/2/2017

Evidence of Completion

Common Planning Norm template, agenda

Action Step 2 5

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

Person Responsible

Angela Williams

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Minutes, agendas, sign-in sheets, logs

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

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

Person Responsible

Angela Williams

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Angela Williams

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

 S236107

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Lakeisha Burroughs

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Angela Williams

Schedule

Biweekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

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

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

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

Person Responsible

Angela Williams

Schedule

Every 3 Weeks, from 9/5/2016 to 3/31/2017

Evidence of Completion

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

G2.B2.S4 Establishing a Model Classroom 4

S236108

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Latisha Harvey

Schedule

Biweekly, from 9/5/2016 to 5/22/2017

Evidence of Completion

Observation forms, lesson plans; Cast Evaluations

Action Step 2 5

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

Person Responsible

Rick Kane

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation/Reflection Forms; Cast Next Steps

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

Establish Model Classrooms and schedule of observations.

Person Responsible

Angela Williams

Schedule

Every 3 Weeks, from 9/5/2016 to 2/3/2017

Evidence of Completion

Teacher observation logs, classroom walkthroughs

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

Establish Model Classroom and schedule of observations.

Person Responsible

Latisha Harvey

Schedule

Monthly, from 9/5/2016 to 2/3/2017

Evidence of Completion

Teacher observation logs, classroom walkthroughs

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

 B223774

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

 S236109

Strategy Rationale

In order to truly differentiate the needs of the teachers, data collection is necessary.

Action Step 1 **5**

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

Person Responsible

Lakeisha Burroughs

Schedule

Biweekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Coaches logs, Feedback form

Action Step 2 **5**

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

Person Responsible

Latisha Harvey

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Angela Williams

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Angela Williams

Schedule

Every 3 Weeks, from 9/5/2016 to 5/22/2017

Evidence of Completion

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

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

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

Person Responsible

Latisha Harvey

Schedule

Every 3 Weeks, from 9/5/2016 to 3/31/2017

Evidence of Completion

Curriculum Guide Assessments, District Assessments and FCAT 2.0 Science 2015, Common Core Assessments; Achieve3000 and iReady;

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

 S236112

Strategy Rationale

To ensure all students have the tools they need to raise student achievement.

Action Step 1 5

Least restrictive environment

Person Responsible

Victoria Pickford

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Scheduling; IEPs; lesson plans

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

Least Restrictive Environment

Person Responsible

Latisha Harvey

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Lesson Plans, IEP reviews, Achieve3000, DAR, IREADY, FCAT 2.0 assessment data; FSA, FAA data

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

Principal will review monthly.

Person Responsible

Angela Williams

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Admin meeting notes; IEP compliance lists; student schedules; lesson plans

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

G084214

G3.B2 Lack of Classroom Management 2

B223777

G3.B2.S1 Deans and Admin will conduct classroom walkthroughs to monitor use of behavior management places and strategies. 4

S236113

Strategy Rationale

presence and support will assist teachers and set expectations for students.

Action Step 1 5

Create a walkthrough plan for administration to ensure monitoring of instruction and increase visibility and support in the classrooms.

Person Responsible

Latisha Harvey

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

Principal will collect walkthrough logs.

Person Responsible

Angela Williams

Schedule

Weekly, from 9/5/2016 to 5/22/2017

Evidence of Completion

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

Principal will review walkthrough logs and debrief with other administrators.

Person Responsible

Angela Williams

Schedule

Weekly, from 8/29/2016 to 5/22/2017

Evidence of Completion

walkthrough logs will be collected and maintained in a notebook for review. Admin meeting notes will reflect conversations regarding walkthroughs.

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

 B223778

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

 S236114

Strategy Rationale

To truly differentiate according to teacher needs.

Action Step 1 5

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

Person Responsible

Lakeisha Burroughs

Schedule

Biweekly, from 9/5/2016 to 3/31/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Latisha Harvey

Schedule

Biweekly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Agenda, sign-in sheets and data analysis sheets.

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

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

Person Responsible

Angela Williams

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Formal and Informal observations and feedback forms.

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

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

Person Responsible

Latisha Harvey

Schedule

Weekly, from 9/5/2016 to 3/31/2017

Evidence of Completion

I Ready, Achieve3000, and district and teacher made assessments, exit tickets and FCAT 2.0

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

S236115

Strategy Rationale

Full alignment of instructional framework for whole group and small group instruction.

Action Step 1 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, walk-throughs and observations

Action Step 2 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Reflections guide, lesson plans and observations of implementation

Action Step 3 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, walk-throughs and observations

Action Step 4 5

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

Person Responsible

Angela Williams

Schedule

On 5/5/2017

Evidence of Completion

Reflections guide, lesson plans and observations of implementation

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

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Formal and informal observations and feedback forms.

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

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

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

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

 S236116

Strategy Rationale

Different aspects of a highly effective classroom.

Action Step 1 5

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

Person Responsible

Lakeisha Burroughs

Schedule

Daily, from 9/5/2016 to 12/2/2016

Evidence of Completion

Lesson plans, Walk-throughs and Coaches Logs

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

Curriculum, student engagement, Differentiated Instruction and Rigor professional development

Person Responsible

Angela Williams

Schedule

Biweekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Formal and informal observations and feedback forms.

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

Professional Development, lesson plans and student engagement during lessons

Person Responsible

Latisha Harvey

Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

I Ready, CGAs and Teacher made assessments, exit tickets

G3.B4 Teachers lack of Data Driven Lessons 2

B223779

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

S236117

Strategy Rationale

For continuous data driven instruction and fluidity of students moving different levels.

Action Step 1 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Completion of "Tracking my own progress" forms

Action Step 2 5

Design and deliver PD for data retrieval from Performance Matters

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

agenda, minutes

Action Step 3 5

Coaches and Teachers collaboratively complete and discuss the data reflection guide

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Data reflection guide

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

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Angela Williams


Schedule

On 6/2/2017

Evidence of Completion

CAST, data binder and walkthroughs

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

 S236118

Strategy Rationale

For continuous data driven instruction and fluidity of students moving different levels.

Action Step 1 **5**

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, coaching logs, and observations

Action Step 2 **5**

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Student/Teacher Data Chats, agenda, minutes

Action Step 3 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Curriculum Calendar

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

Teachers will analyze and interpret data into actionable tables.

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

CAST, data binders, PD agendas and walkthroughs.

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

 S236119

Strategy Rationale

For continuous data driven instruction and fluidity of students moving different levels.

Action Step 1 **5**

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

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

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

Teacher are planning lessons that are data driven

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Lesson Plans and Observations

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

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

CAST, Common Planning agendas, lesson plans, student assessments

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

4

 S236120

Strategy Rationale

For continuous data driven instruction and fluidity of students moving different levels.

Action Step 1 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Common Planning forms, student examples of exit tickets

Action Step 2 5

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

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

Action Step 3 **5**

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

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

data trackers, lesson plans, agenda, minutes

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

Monitor student learning through the use of data trackers

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

Data Trackers and Exit Tickets

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

Monitor data trackers and ensure teachers are using with fidelity.

Person Responsible

Angela Williams

Schedule

On 6/2/2017

Evidence of Completion

CAST, lesson plans, student assessments and walkthroughs.

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.B2.S3.A1 A304562	Develop calendar and schedule for data collection from classroom observation walk through using...	Burroughs, Lakeisha	9/7/2015	Calendar, schedule, Data collection instruments, coach's logs	6/3/2016 monthly
G3.B3.S3.A1 A304579	Train teacher on how to design lesson that exemplify and embed the Four Pillars of Excellent...	Burroughs, Lakeisha	9/5/2016	Lesson plans, Walk-throughs and Coaches Logs	12/2/2016 daily
G2.B2.S4.MA1 M310223	Establish Model Classroom and schedule of observations.	Harvey, Latisha	9/5/2016	Teacher observation logs, classroom walkthroughs	2/3/2017 monthly
G2.B2.S4.MA1 M310224	Establish Model Classrooms and schedule of observations.	Williams, Angela	9/5/2016	Teacher observation logs, classroom walkthroughs	2/3/2017 every-3-weeks
G3.MA1 M310250	review and analyze Achieve3000, iReady data, district assessment data	Williams, Angela	10/1/2016	Student work, interactive journals, and Achieve 3000 usage/achievement level reports; increase in students' reading and writing performance on interval district assessments	2/28/2017 biweekly
G1.B2.S1.MA1 M310214	Lesson plan and PBIS implementation; administer surveys	Williams, Angela	9/5/2016	Lesson Plans; discipline data; data from parent surveys; classroom walkthroughs	3/31/2017 monthly
G2.B3.S1.MA1 M310225	• Lesson Plans • Classroom Walk-throughs • Formal/Informal Observations • Common Planning...	Harvey, Latisha	9/5/2016	Curriculum Guide Assessments, District Assessments and FCAT 2.0 Science 2015, Common Core Assessments; Achieve3000 and iReady;	3/31/2017 every-3-weeks
G2.B3.S1.A2 A304566	Provide Professional Development that would foster student engagement, differentiated instruction,...	Harvey, Latisha	9/5/2016	Agendas, sign-in sheets, exit slips, data analysis forms	3/31/2017 monthly
G3.B3.S1.MA1 M310236	Lesson plans, walk-throughs, common planning minutes, feedback forms, weekly admin/coaches meeting,...	Harvey, Latisha	9/5/2016	I Ready, Achieve3000, and district and teacher made assessments, exit tickets and FCAT 2.0	3/31/2017 weekly
G3.B3.S1.MA1 M310237	Teachers will participate in PD and the Coaching Cycle to increase student engagement and rigor.	Williams, Angela	9/5/2016	Formal and Informal observations and feedback forms.	3/31/2017 monthly
G3.B3.S1.A1 A304573	Collaboratively, identify the needs of the teacher via progress monitoring data	Burroughs, Lakeisha	9/5/2016	Coaches' logs, informal and formal observations forms and Coaches feedback form.	3/31/2017 biweekly
G3.B3.S1.A2 A304574	Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would...	Harvey, Latisha	9/5/2016	Agenda, sign-in sheets and data analysis sheets.	3/31/2017 biweekly
G2.B2.S3.MA1 M310221	Develop calendar and schedule for data collection from classroom observation walk through using...	Williams, Angela	9/5/2016	Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/ teacher data chat logs and plans, student data	3/31/2017 every-3-weeks
G2.B3.S4.MA1 M310231	Principal will review monthly.	Williams, Angela	9/5/2016	Admin meeting notes; IEP compliance lists; student schedules; lesson plans	3/31/2017 monthly
G2.B3.S4.MA1 M310232	Least Restrictive Environment	Harvey, Latisha	9/5/2016	Lesson Plans, IEP reviews, Achieve3000, DAR, IREADY, FCAT 2.0 assessment data; FSA, FAA data	3/31/2017 monthly
G2.B2.S1.MA1 M310217	Design and deliver Professional Development in quality instruction that aligns to the benchmarks,...	Williams, Angela	9/5/2016	Analysis of Exit tickets, progress monitoring of student growth from assessment data; CGA, Bi-Weekly Assessments and State assessments	4/3/2017 quarterly
G2.B2.S1.MA1 M310218	Design and deliver Professional Development in quality instruction that aligns to the benchmarks,...	Harvey, Latisha	9/5/2016	Analysis of lesson plans, informal and formal observations, Individual Professional Development Plan	4/3/2017 monthly

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 M310215	review notes and agendas, lesson plans; current surveys	Williams, Angela	9/5/2016	Admin meetings; lesson plans; walkthroughs	4/28/2017 one-time
G1.B2.S1.A1 A304557	Create opportunities during and after school	Kane, Rick	9/5/2016	Master schedule; community partnerships and programs; agendas and notes from meetings.	4/28/2017 biweekly
G2.B3.S1.A1 A304565	Collaboratively identify the needs of the teacher, via student progress monitoring and observation...	Burroughs, Lakeisha	9/5/2016	Coaches logs, Feedback form	4/28/2017 biweekly
G2.B2.S3.MA1 M310222	Develop calendar and schedule for data collection from classroom observation walk through using...	Williams, Angela	9/5/2016	Coaching logs, feedback from observations, weekly Admin/coaches meetings, Admin/teacher data chats	4/28/2017 biweekly
G3.B3.S3.MA1 M310241	Curriculum, student engagement, Differentiated Instruction and Rigor professional development	Williams, Angela	9/5/2016	Formal and informal observations and feedback forms.	4/28/2017 biweekly
G2.B3.S4.A1 A304571	Least restrictive environment	Pickford, Victoria	9/5/2016	Scheduling; IEPs; lesson plans	4/28/2017 monthly
G3.B3.S2.A4 A304578	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing,...	Williams, Angela	8/15/2016	Reflections guide, lesson plans and observations of implementation	5/5/2017 one-time
G2.B2.S1.A2 A304559	Delivery of Professional Development via pre-planning, common planning and early dismissal.	Harvey, Latisha	9/5/2016	PD calendar, materials, agenda, sign-in sheets, exit tickets	5/19/2017 biweekly
G2.B3.S1.MA1 M310226	Teachers will participate in Professional development and the coaching cycle to increase student...	Williams, Angela	9/5/2016	Feedback Forms, formal and informal observations, weekly Admin/coaches meetings, Qualitative and Quantitative data, coaching logs	5/22/2017 every-3-weeks
G3.B2.S1.MA1 M310234	Principal will review walkthrough logs and debrief with other administrators.	Williams, Angela	8/29/2016	walkthrough logs will be collected and maintained in a notebook for review. Admin meeting notes will reflect conversations regarding walkthroughs.	5/22/2017 weekly
G3.B2.S1.MA1 M310235	Principal will collect walkthrough logs.	Williams, Angela	9/5/2016		5/22/2017 weekly
G2.B2.S4.A1 A304563	Based on observations, select and support model teachers through the implementation by co-teaching,...	Harvey, Latisha	9/5/2016	Observation forms, lesson plans; Cast Evaluations	5/22/2017 biweekly
G3.B2.S1.A1 A304572	Create a walkthrough plan for administration to ensure monitoring of instruction and increase...	Harvey, Latisha	8/22/2016		5/26/2017 daily
G3.B3.S3.MA1 M310240	Professional Development, lesson plans and student engagement during lessons	Harvey, Latisha	9/5/2016	I Ready, CGAs and Teacher made assessments, exit tickets	5/26/2017 biweekly
G1.MA1 M310216	Survey Data	Williams, Angela	8/15/2016	District and School Based Survey Data	6/2/2017 monthly
G2.MA1 M310233	All teachers will implement effective instruction aligned to the Common Core Standards and NGSSS...	Williams, Angela	10/1/2016	Student data increases on district assessments, teacher and curriculum based assessments, FCAT 2.0 Science, Achieve3000, and iReady.	6/2/2017 biweekly
G1.B1.S1.MA1 M310210	Effectiveness of PBS	Williams, Angela	8/15/2016	PBS Incentives; Positive Referral Count; Discipline Data Reports	6/2/2017 one-time
G1.B1.S1.MA1 M310211	Common Area and classroom behavior	Williams, Angela	8/15/2016	Incentive plan for rewarding Positive Behavior	6/2/2017 one-time
G1.B1.S1.A1 A304555	Survey Data	Williams, Angela	8/8/2016	Data Report	6/2/2017 quarterly
G2.B2.S1.A1 A304558	Design Professional Development centered on ways to increase student engagement and increase...	Burroughs, Lakeisha	10/1/2016	PD calendar, materials, agenda, sign-in sheets, exit tickets	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A3 A304567	Teachers will participate in coaching cycle, which would include planning, modeling, and...	Williams, Angela	8/15/2016	Feedback form, Upward student data trends, Qualitative data derived from teacher observation forms.	6/2/2017 every-3-weeks
G3.B4.S1.MA1 M310242	Attend PD with teachers for data retrieval, ensure teachers are pulling data from inform and...	Williams, Angela	6/13/2016	CAST, data binder and walkthroughs	6/2/2017 one-time
G3.B4.S1.MA1 M310243	Teachers proficiency in use of insight/inform (data retrieval)	Williams, Angela	6/13/2016	Completion of data tracking guides and student data chats with "tracking my own data" forms	6/2/2017 one-time
G3.B4.S1.A1 A304580	Teachers will prepare the student data chat form and hold data chats with each student	Williams, Angela	8/15/2016	Completion of "Tracking my own progress" forms	6/2/2017 one-time
G3.B4.S1.A2 A304581	Design and deliver PD for data retrieval from Performance Matters	Williams, Angela	8/15/2016	agenda, minutes	6/2/2017 one-time
G3.B4.S1.A3 A304582	Coaches and Teachers collaboratively complete and discuss the data reflection guide	Williams, Angela	8/15/2016	Data reflection guide	6/2/2017 one-time
G1.B1.S2.MA1 M310212	Meet to review the data points prior to presenting at meetings	Harvey, Latisha	8/15/2016	The meeting agendas; data slides for presentation	6/2/2017 monthly
G1.B1.S2.MA1 M310213	Conduct data chats with leadership team to develop data presentations.	Kane, Rick	8/15/2016	Reflective Notes; Survey data	6/2/2017 monthly
G1.B1.S2.A1 A304556	Share data points with all stakeholders at family nights	Ogelsby, Venetta	8/29/2016	increase participation; Change in attitudes, perceptions and behaviors of stakeholders	6/2/2017 one-time
G2.B2.S2.MA1 M310219	Administration and coaches will meet weekly to collect, and analyze observation data....	Williams, Angela	8/15/2016	Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data	6/2/2017 weekly
G2.B2.S2.MA1 M310220	Design and implement ongoing support for teachers through structured weekly Common Planning	Williams, Angela	8/15/2016	Common Planning agendas and minutes, coaching logs, weekly Admin/coaches meetings	6/2/2017 weekly
G2.B2.S2.A1 A304560	Establish guidelines to facilitate Common Planning, establish norms and protocol.	Williams, Angela	6/13/2016	Common Planning Norm template, agenda	6/2/2017 weekly
G2.B2.S2.A2 A304561	Ongoing collaboration to: plan, establish, and publish agendas for Common Planning meetings;...	Williams, Angela	8/15/2016	Minutes, agendas, sign-in sheets, logs	6/2/2017 weekly
G3.B3.S2.MA1 M310238	Lesson plans, walk-through, common planning minutes, feedback forms, weekly admin/coaches meeting,...	Williams, Angela	8/15/2016	I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	6/2/2017 one-time
G3.B3.S2.MA1 M310239	Implementation of lesson study with specific grade level teachers; invite admin	Williams, Angela	8/15/2016	Formal and informal observations and feedback forms.	6/2/2017 one-time
G3.B3.S2.A1 A304575	Identify the lesson study focus based on the need of the department.	Williams, Angela	8/15/2016	Lesson plans, walk-throughs and observations	6/2/2017 one-time
G3.B3.S2.A2 A304576	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing,...	Williams, Angela	8/15/2016	Reflections guide, lesson plans and observations of implementation	6/2/2017 one-time
G3.B3.S2.A3 A304577	Identify the lesson study focus based on the need of the department.	Williams, Angela	8/15/2016	Lesson plans, walk-throughs and observations	6/2/2017 one-time
G3.B4.S2.MA1 M310244	Attend PD on how to analyze and interpret data into actionable steps. Ensure teachers are...	Williams, Angela	8/22/2016	CAST, data binders, PD agendas and walkthroughs.	6/2/2017 one-time
G3.B4.S2.MA1 M310245	Teachers will analyze and interpret data into actionable tables.	Williams, Angela	8/15/2016	Calendar for re-teaching standards through mini lesson, targeted students for RTI and DI based on CGA data	6/2/2017 one-time

Duval - 2121 - Jean Ribault Middle School - 2016-17 SIP
Jean Ribault Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S2.A1 A304583	Teachers will implement their plan for mini lessons, RTI, and DI. Coaches will monitor plan for...	Williams, Angela	8/15/2016	Lesson plans, coaching logs, and observations	6/2/2017 one-time
G3.B4.S2.A2 A304584	Professional development session on how to analyze and interpret data into actionable steps	Williams, Angela	8/15/2016	Student/Teacher Data Chats, agenda, minutes	6/2/2017 one-time
G3.B4.S2.A3 A304585	Collaboratively with coaches, teachers will create a calendar for bell ringers (mini-lesson) based...	Williams, Angela	8/15/2016	Curriculum Calendar	6/2/2017 one-time
G3.B4.S3.MA1 M310246	Attend common planning to ensure that it is data driven. Encourage teachers to use data to drive...	Williams, Angela	8/22/2016	CAST, Common Planning agendas, lesson plans, student assessments	6/2/2017 one-time
G3.B4.S3.MA1 M310247	Teacher are planning lessons that are data driven	Williams, Angela	6/13/2016	Lesson Plans and Observations	6/2/2017 one-time
G3.B4.S3.A1 A304586	Model Common Planning among math teachers with an emphasized focus on planning based on data	Williams, Angela	8/15/2016	Student/Teacher Data Chats, agenda, minutes, lesson plans	6/2/2017 one-time
G3.B4.S3.A2 A304587	Teachers will implement common planning with and emphasized focus on planning based on data	Williams, Angela	8/15/2016	Agenda, Lesson plans, minutes, Student/Teacher Data chats	6/2/2017 one-time
G2.B2.S4.A2 A304564	Establish a schedule and rotation for all classroom teachers to observe implementation of model...	Kane, Rick	8/15/2016	Observation/Reflection Forms; Cast Next Steps	6/2/2017 weekly
G3.B4.S4.MA1 M310248	Monitor data trackers and ensure teachers are using with fidelity.	Williams, Angela	8/15/2016	CAST, lesson plans, student assessments and walkthroughs.	6/2/2017 one-time
G3.B4.S4.MA1 M310249	Monitor student learning through the use of data trackers	Williams, Angela	8/15/2016	Data Trackers and Exit Tickets	6/2/2017 one-time
G3.B4.S4.A1 A304588	Planning to have common exit tickets among teachers to ensure validity of data when comparing data....	Williams, Angela	8/15/2016	Common Planning forms, student examples of exit tickets	6/2/2017 one-time
G3.B4.S4.A2 A304589	Use of common planning and data trackers to monitor student learning and planning	Williams, Angela	8/15/2016	Common planning logs/forms, lesson plans, data trackers, observations	6/2/2017 one-time
G3.B4.S4.A3 A304590	Roll out data trackers and data expectations department wide with a focus on exit tickets to...	Williams, Angela	8/15/2016	data trackers, lesson plans, agenda, minutes	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. All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies and aligning instruction to the Common Core and NGSSS benchmarks and complexity.

G2.B2 Lack of student engagement.

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

PD Opportunity 1

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

Facilitator

Coaches and Admin Team

Participants

Academic and Elective teachers

Schedule

Monthly, from 10/1/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Coaches and Admin Team

Participants

Academic and Elective Teachers

Schedule

Biweekly, from 9/5/2016 to 5/19/2017

G2.B3 Lack of differentiated instruction and rigor

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

PD Opportunity 1

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

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Monthly, from 9/5/2016 to 3/31/2017

PD Opportunity 2

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

Facilitator

Admin, Coaches, District specialist

Participants

teachers

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

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

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

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

PD Opportunity 1

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

Facilitator

Harvey, Burroughs, Maxey, Campbell, Kane

Participants

All Teachers

Schedule

Biweekly, from 9/5/2016 to 3/31/2017

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

PD Opportunity 1

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

Facilitator

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

Participants

SS teachers

Schedule

On 5/5/2017

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

PD Opportunity 1

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

Facilitator

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

Participants

Content Area

Schedule

Daily, from 9/5/2016 to 12/2/2016

G3.B4 Teachers lack of Data Driven Lessons

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

PD Opportunity 1

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

Facilitator

PDF, AP, and/or District Specialist

Participants

SS Teachers

Schedule

On 6/2/2017

PD Opportunity 2

Design and deliver PD for data retrieval from Performance Matters

Facilitator

PDF, AP, and/or District Specialist

Participants

SS Teachers

Schedule

On 6/2/2017

PD Opportunity 3

Coaches and Teachers collaboratively complete and discuss the data reflection guide

Facilitator

PDF, AP, and/or District Specialist

Participants

SS Teachers

Schedule

On 6/2/2017

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

PD Opportunity 1

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

Facilitator

Mrs. Lewis and Mrs. Baker-Madden

Participants

Math Teachers

Schedule

On 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Survey Data				\$0.00
2	G1.B1.S2.A1	Share data points with all stakeholders at family nights				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2121 - Jean Ribault Middle School	Title I, Part A		\$2,000.00
Notes: Notes						
3	G1.B2.S1.A1	Create opportunities during and after school				\$0.00
4	G2.B2.S1.A1	Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).				\$0.00
5	G2.B2.S1.A2	Delivery of Professional Development via pre-planning, common planning and early dismissal.				\$0.00
6	G2.B2.S2.A1	Establish guidelines to facilitate Common Planning, establish norms and protocol.				\$0.00
7	G2.B2.S2.A2	Ongoing collaboration to: plan, establish, and publish agendas for Common Planning meetings; publish agendas 24-48 hours prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for administration.				\$0.00
8	G2.B2.S3.A1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, student engagement, higher order questions, instruction aligned to benchmarks, use of AVID strategies, and differentiated instruction.				\$0.00
9	G2.B2.S4.A1	Based on observations, select and support model teachers through the implementation by co-teaching, coaching, debriefing, and assisting with materials and lesson planning.				\$0.00
10	G2.B2.S4.A2	Establish a schedule and rotation for all classroom teachers to observe implementation of model classroom practices.				\$0.00
11	G2.B3.S1.A1	Collaboratively identify the needs of the teacher, via student progress monitoring and observation data.				\$0.00
12	G2.B3.S1.A2	Provide Professional Development that would foster student engagement, differentiated instruction, and rigor. PD would include but not limited to AVID strategies, and analysis of data.				\$0.00
13	G2.B3.S1.A3	Teachers will participate in coaching cycle, which would include planning, modeling, and co-teaching with explicit feedback.				\$0.00
14	G2.B3.S4.A1	Least restrictive environment				\$0.00

15	G3.B2.S1.A1	Create a walkthrough plan for administration to ensure monitoring of instruction and increase visibility and support in the classrooms.	\$0.00
16	G3.B3.S1.A1	Collaboratively, identify the needs of the teacher via progress monitoring data	\$0.00
17	G3.B3.S1.A2	Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.	\$0.00
18	G3.B3.S2.A1	Identify the lesson study focus based on the need of the department.	\$0.00
19	G3.B3.S2.A2	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching	\$0.00
20	G3.B3.S2.A3	Identify the lesson study focus based on the need of the department.	\$0.00
21	G3.B3.S2.A4	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching	\$0.00
22	G3.B3.S3.A1	Train teacher on how to design lesson that exemplify and embed the Four Pillars of Excellent Instruction in each content area.	\$0.00
23	G3.B4.S1.A1	Teachers will prepare the student data chat form and hold data chats with each student	\$0.00
24	G3.B4.S1.A2	Design and deliver PD for data retrieval from Performance Matters	\$0.00
25	G3.B4.S1.A3	Coaches and Teachers collaboratively complete and discuss the data reflection guide	\$0.00
26	G3.B4.S2.A1	Teachers will implement their plan for mini lessons, RTI, and DI. Coaches will monitor plan for implementation and assist in small groups	\$0.00
27	G3.B4.S2.A2	Professional development session on how to analyze and interpret data into actionable steps	\$0.00
28	G3.B4.S2.A3	Collaboratively with coaches, teachers will create a calendar for bell ringers (mini-lesson) based on data and a plan for RTI and DI for individual students	\$0.00
29	G3.B4.S3.A1	Model Common Planning among math teachers with an emphasized focus on planning based on data	\$0.00
30	G3.B4.S3.A2	Teachers will implement common planning with and emphasized focus on planning based on data	\$0.00
31	G3.B4.S4.A1	Planning to have common exit tickets among teachers to ensure validity of data when comparing data. Bringing student examples of exit tickets to assess student understanding, knowledge, and misconceptions.	\$0.00
32	G3.B4.S4.A2	Use of common planning and data trackers to monitor student learning and planning	\$0.00
33	G3.B4.S4.A3	Roll out data trackers and data expectations department wide with a focus on exit tickets to provide ongoing data between CGAs. Data expectations are to include bi-weekly submission of trackers and level of rigor and alignment required of exit tickets.	\$0.00
Total:			\$2,000.00