

Orange County Public Schools

Avalon Middle



2016-17 Schoolwide Improvement Plan

Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

<https://avalonms.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Orange 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	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	67
Appendix 2: Professional Development and Technical Assistance Outlines	74
Professional Development Opportunities	74
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	80

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 Avalon Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Avalon Middle School embraces Orange County Public Schools' mission statement which is "to lead our students to success with the support and involvement of families and the community."

b. Provide the school's vision statement.

Our vision statement also aligns with the Orange County Public Schools' vision statement which is "to be the top producer of successful middle students in the nation."

2. School Environment

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

At Avalon, we learn about our students' cultures by utilizing district and school resources. We receive and review numerous district reports that provide information about the cultural and economic status of our students on a quarterly basis. We also use survey and self-assessment information. For example, we use the Best Practices for Inclusive Education (BPIE) to gain a better understanding of students' needs and fortify the multi-tiered system of support (MTSS) process. In addition, our classroom teachers use surveys at the beginning of the year in order to learn about their students.

We use the information from these reports and surveys in order to build positive relationships in a variety of ways. Teachers form relationships through classroom getting-to-know-you and team building activities. They also offer "Lunch Bunch" opportunities which allow students to have lunch in the teacher's classroom to form bonds in a relaxed, non-threatening environment. Our guidance counselors build relationships by holding small groups to get to know students better. Finally, our school has several annual events that focus on relationship building. For example, we held a Parent Information Night covering student safety, bullying prevention, and internet safety. We also had a Science / STEM Night in which our students and families participated in various science activities.

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

Our students' safety is one of our primary concerns. Our school has a supervision plan to ensure that students are properly supervised while being dropped off for and picked up from school. This plan also includes supervision throughout the school day as we ensure that there is an adult presence in the hallways and courtyard during class transitions as well as in the lunchroom during lunch shifts. In addition, we have a security attendant who monitors the campus and the security cameras throughout the day. Our grade level offices are staffed with an assistant principal, dean, guidance counselor and school clerk. Students are taught that the grade level office is their "go to" place if they need assistance. Our clerks are trained to assess the situation and determine who will assist in addressing the concern.

Additionally, we have a partnership with the YMCA to host before and after school care through which students are provided with a safe environment that is staffed by Avalon Middle School teachers and staff. Our before and after school program offers diverse opportunities for students to become connected to our school community.

We emphasize the importance of respect in several ways. Our faculty and staff are trained to model respect through our interactions with students and the community. Also, we emphasize the importance of respect with our school wide policies and procedures as well as by teaching lessons designed to help our students understand how to be respectful to others. For example, we have specific lessons about topics such as cyber bullying, positive behavior, and respect for others that are taught school wide at least twice a year.

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.

Last year our school implemented a set of school wide policies and procedures as a result of a summer planning team with teachers and administrators. The implementation resulted in a decrease in the number of level 1 and 2 referrals. As a result, the team met this summer to review and revise our behavioral and academic expectations which will be implemented again this year. All of our teachers receive training on these policies and procedures as well as on the resources and support personnel available to assist them with discipline issues during preplanning. These expectations are taught to the students during the first week of school and reinforced as needed. In addition we have a reward system for students who show positive behavior.

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.

Our guidance counselors and administrators regularly monitor attendance, discipline and academic data on students. This data is discussed at our weekly administrative / resource personnel meeting in order to identify our strengths and develop actions plans for areas in which improvement is needed. In addition, teachers are trained to look for indicators that might reveal a special need and how to properly refer a child for services. The counselors and administrators use the data and referrals to provide appropriate support for students in need. Avalon Middle School has a professional school counselor dedicated to monitoring and serving the needs of our struggling students in addition to the monitoring and services provided by our grade level counselors, Placement Specialist, and Curriculum Compliance Teacher. Our Placement Specialist uses our BPIE (Best Practices for Inclusive Education) to identify learning opportunities and resources for students with disabilities self-assessment and works with our MTSS counselor and exceptional education teachers to address the students' needs. In addition to utilizing school-based resources, referrals for individual counseling services by approved outside agencies (SEDNET) are provided for identified students.

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.

Administrators, guidance counselors and resource personnel review academic and assessment data at the beginning of the year to provide students with proper placement into their classes. At each progress report (every four to five weeks), guidance counselors, administrators and the Multi-Tiered Support System (MTSS) coach review data including attendance, discipline referrals and failure of any academic class to identify the need for additional support. Interventions are put in place based on the student's need. Furthermore, high risk students are monitored weekly by school guidance counselors.

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	43	52	57	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	30	40	39	0	0	0	0	109
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	93	114	58	0	0	0	0	265

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	24	32	34	0	0	0	0	90

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

Our intervention plan has several stages. Based on assessment data and prior class performance, some students are scheduled into additional reading and math classes to help them master their grade level standards. At the classroom level, if a student fails to turn in an assignment during the school year that is tied to a standard, the parent is notified and the student is given an opportunity to complete the work in their classroom. If the student does not complete the work after this intervention then they are referred to our Intensive Care Unit (ICU) program. Our ICU teachers pull the student during the school day and ensure that the student completes the assignment. In addition, teachers use reteaching activities and rotations within their regular units of instruction to support students who are struggling with the standards.

Teachers who have identified students that need intense remediation of a standard can refer that student through the use of our Multi-Tiered System of Supports (MTSS) program. After a teacher referral the student is assigned to a designated teacher who will work with them to remediate the standard. Any student who fails a content course can earn grade recovery through an on line program called Engenuity. Once completed the student's failing grade will be changed to a passing grade. Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of students supports (MTSS) and assists us with the formation of strategies for our Tier II students in their intensive classes and individual strategies for our Tier III students.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Avalon builds positive relationships with families by providing regular communication about our school's programs and students' performance. Our parents / guardians receive weekly e-newsletters from the principal and periodic phone messages with information about our school and upcoming events. In addition, we mail a quarterly paper newsletter to all of our families. Additional methods of communication include our school marquee, our school and teacher websites, email, our Twitter and Facebook accounts, and our ProgressBook grading program which parents can access at home. Our school also builds positive relationships with families by providing multiple ways through which they can become involved in our school and their child's education. For example, we host numerous community events throughout the year including our Husky 5K, Curriculum Information Night, and Parent Nights. We also strongly encourage parent involvement through membership in our Parent-Teacher-Student Organization (PTSO) and School Advisory Council (SAC) and volunteer activities at our school through the ADDitions program. Each year we ensure that Avalon Middle School is awarded the Five Star School Award, receiving both SILVER and GOLDEN Awards. This symbol of achievement is the highest award for community involvement presented by the Florida Commissioner of Education. A Five Star School has shown evidence of exemplary community involvement in the areas of business partnerships, family involvement, volunteers, student community services and school advisory councils.

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.

Avalon Middle School has an active Partners in Education (PIE) program in which we work with our local businesses to support our educational programs. These business partners support our students by donating goods and services, attending community and athletic events and becoming involved as volunteers in the classroom. For example, this past year they donated food for our 4.0 student recognition programs as well as lunch for our faculty during Teacher Appreciation Week.

We recognize our community partnerships in our weekly e newsletter that goes home to over 1,300 families.

In addition to our PIE program, we develop partnerships with the local community by allowing local groups to use our facilities for meetings and events.

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
Furno, Karen	Principal
Rebholz, Matthew	Assistant Principal
Gavillan, Bibiana	Assistant Principal
Anderson, Michelle	Dean
Pacheco, Suzanna	Assistant Principal
King, Leann	Dean
Perkins, Marsee	Instructional Coach
Brett, Amy	Instructional Coach
Herold, Lindsey	Instructional Coach
Stewart, Amanda	Instructional Media
Mullins, Sonia	Instructional Coach
Grullon, Laura	School Counselor

b. Duties

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

Our leadership team consists of administrators and resource personnel. The administrative team includes our principal, our three assistant principals, and our deans. The resource personnel include our Media Specialist, our Learning Resource Specialist, our Literacy Coach and our Math Coach. The administrative team members are responsible for the overall organization and management of our school and its programs as well as the evaluation of our personnel and programs. The resource team members provide support to the instructional staff through coaching and professional development.

The entire team meets once a week at a minimum before school to monitor and discuss student achievement and teacher observation data. The data is used to evaluate our programs and make changes as need. Each member of the leadership team is assigned a department / Professional Learning Community (PLC) group. The resource team also meets weekly with the principal to discuss curriculum and teacher support. Once a week the leadership team members meet with their PLC groups to provide support. During these weekly meetings they monitor student achievement on the Florida standards especially the mastery of standards by our ESE, ELL and lowest 25% students. In addition, the leadership team meets with PLC lead teachers once a month and meets with the entire department once a month. During these meetings curriculum mapping takes place as well as collaboration on common assessments, data analysis and intervention strategies. Information from these PLC meetings is also discussed at the weekly leadership team meetings and used to make decisions about our instructional programs.

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.

Before the school year begins, our leadership team uses various resources including our budget, total and special population enrollment numbers along with grade, behavior, and assessment data in order to establish our master schedule, set up programs to meet our students' needs, and allocate personnel. Once our schedule and programs have been established, we use information about our

students and faculty and staff needs assessment data in order to determine what curricular materials must be obtained and support programs established to ensure that our faculty and staff have the information and materials necessary to provide appropriate services to all of their students. Decisions are then made with regard to the expenditure of the funds available to us. The principal is in charge of allocating personnel and resources; however, all of the members of the leadership team assist in various ways to include overseeing the distribution of materials and resources, maintaining inventories, evaluating programs, and making adjustments as needed to improve our services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria Velasco	Parent
Lori Schalk	Parent
Anita Mafale	Parent
Catherine Escarcha	Parent
Fadia Ahmed Hussien	Teacher
Diana Heinzman	Parent
Traci Matsko	Parent
Kathy Garcia	Parent
Marta Viera	Parent
Andrea Michalak	Teacher
Michelle Anderson	Teacher
Jane Kane	Parent
Gregory Kane	Parent
Laura Neumeister	Parent
Renee McInis	Parent
Liz Coln	Parent
Tracy Reynolds	Parent
Jackie Carroll	Parent
Laurin Price	Parent
Michele Pina	Parent
Edith Gauthier	Parent

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

At the end of the school year, the School Advisory Committee (SAC) distributes a parent survey. Multiple questions on the survey address goals from the School Improvement Plan. This data is compiled and shared with the committee with areas of accomplishment noted and areas of need addressed.

b. Development of this school improvement plan

At the beginning of the school year, school wide data is shared with the committee. The School Advisory Council determines which areas they would like to investigate further and these areas become our topics for upcoming meetings. School Improvement Plan goals are reviewed and monitored for progress. Plans are then developed or changes to programs suggested based on our progress monitoring.

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

Before the school budget is due to the district the SAC receives an overview of allocated funds. The principal and leadership team uses input from this meeting to make final decisions about the budget, making certain that appropriate funds are allocated to assist us in reaching our School Improvement Plan goals.

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

We used approximately \$1,000.00 of the school improvement funds for staff development by sending teachers to a STEM conference.

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
Pacheco, Suzanna	Assistant Principal
Rebholz, Matthew	Assistant Principal
Stewart, Amanda	Instructional Media
Brett, Amy	Instructional Coach
Perkins, Marsee	Instructional Coach

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

The LLT assists the staff with implementation of the English Language Arts and Content Area Literacy Florida State Standards. The team provides training and mentoring to lead teachers on how to incorporate literacy instruction into their disciplines on a regular basis. Strategies such as incorporating evidence-based writing and vocabulary instruction are emphasized.

In addition to supporting the use of literacy strategies in all classrooms, the LLT is responsible for promoting reading by organizing our school wide participation in the Florida Celebrate Literacy Week activities, designing the school's summer reading program and sponsoring different activities throughout the year that encourage independent reading.

D. Public and Collaborative Teaching

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

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

All of our teachers participate in a Professional Learning Community (PLC), typically organized by subject area and then grade level. Each PLC has a designated leader who receives professional development on how to run PLC meetings, establish norms and SMART goals, and lead collaborative discussions. PLC groups meet once a week on Wednesday mornings and twice a month on Wednesday afternoons. In addition, all grade level content area teachers have a daily common planning time to encourage further collaboration. During their scheduled meetings, the PLC group members plan collaboratively, create common assessments, and analyze data to monitor student achievement and make instructional decisions.

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

The principal and assistant principals interview and select candidates who are certified in-field and highly qualified. Candidates are interviewed by the leadership team and department teachers are given input into the selection.

We use various strategies in order to develop and retain highly qualified teachers. All teachers are provided with regular professional development opportunities designed to help them grow. Teachers who are new to Avalon Middle and teaching are placed into a structured induction program and provided with a mentor. Veteran teachers who are new to our school are assigned a "buddy teacher" who assists them with their transition to Avalon. Both of the programs are supported and monitored by our school's Instructional Coach along with assistance from our literacy and math coaches. We support our experienced teachers by giving them various leadership roles. Finally, our leadership team frequently recognizes our faculty members for their exemplary work.

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

All beginning teachers are required to participate in our school's Induction Program which is organized by our school's Instructional Coach. This program includes professional development provided during monthly meetings with our Instructional Coach in areas such as lesson planning, classroom management, and the deliberate practice plan required of all teachers. In addition, all of the beginning teachers are assigned mentors who assist them with completing the requirements of the Induction Program, which includes participation in the Great Beginnings program and completion of an online portfolio. Our mentors are selected by the leadership team and given training in coaching and mentoring. Typically we pair mentor teachers and beginning teachers based upon similar teaching assignments.

In addition to our formal mentoring program, we also provide an informal mentoring program for veteran teachers who transfer to our school. These teachers are assigned a "buddy", typically someone teaching the same subject and grade level, who helps the new teacher make a successful transition to our school by being available to address questions and concerns.

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.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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.

Our team uses a variety of data including state assessment data, data from common and classroom assessments, and information from students' plans (IEPs for exceptional education students, ANI plans for English Language Learners, 504 plans for students with specific needs not covered by other plans, and EP plans for gifted students) to determine how to differentiate instruction for our diverse learners. At the classroom level, teachers use formative assessments to guide daily lessons and grouping strategies. They also use this data to provide remediation and retesting to students who have not mastered the standards as well as enrichment activities to those who have. Our teachers use IEP, ELL, and 504 plan information to ensure that students are provided with appropriate accommodations in order to help them succeed with the standard curriculum.

At the school level, students' performance in state assessments is used along with other data to determine whether or not a student needs placement into additional classes in reading and math. These year-long courses provide intensive remediation and support in reading and/or math. In addition, IEP and ELL plan information is used to ensure that students receive appropriate services and accommodations through programs such as our co-teaching and English for Speakers of Other Languages (ESOL) programs. Finally, student achievement data is used to determine which students are not attaining success, even after appropriate classroom interventions. These students are then referred to the Multi-Tiered Systems of Support (MTSS) team for additional instruction on the needed standard. At Avalon, we utilize the Best Practices for Inclusive Education (BPIE) to determine the needs of our identified students and develop strategies to incorporate into our Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS).

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

Strategy: Extended School Day

Minutes added to school year: 18,000

Orange County Public Schools has an agreement with the Central Florida YMCA to provide a free after-school program for all students. This voluntary program includes both assistance for struggling students through course recovery and home work assistance as well as enrichment opportunities in classes or activities such as robotics, technology, and sports.

Strategy Rationale

Many students need additional time outside of the school day to master the standards. The after-school program not only provides additional time, but it also provides instruction in a different format than the student would receive during the school day. The after-school program addresses remediation, course recovery and enrichment opportunities provided to students by certified teachers.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gavillan, Bibiana, bibiana.gavillan@ocps.net

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

Students' attendance and academic achievement data is collected for participants of the after-school program. The YMCA program leaders analyze this data in order to make adjustments to the program.

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.

Avalon Middle employs various strategies to ensure that our students have a successful transition from elementary to middle school. We host a family night for all incoming sixth graders in the spring during which students are given a tour of the campus, learn about the elective and academic course offerings and talk to current middle school students in a small group setting. At the same time, the students' parents receive a presentation from the principal, sixth grade administrator and guidance counselor. During the summer all incoming sixth grade students are invited to "Puppy Camp," which is a week-long program that helps incoming students experience what middle school is like before the first day of school by changing classes, managing PE lockers, eating lunch in the cafeteria and finding their bus. This ensures that they are well prepared to start middle school. Our high schools have similar programs during which they invite eighth grade parents to the high school campus in the spring and offer a summer program geared toward ensuring that students have a smooth transition. In addition to encouraging these programs, leaders at our school periodically meet with school leaders at our feeder elementary and high schools to discuss articulation and ways that we can ensure a seamless K-12 experience.

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.**

Avalon Middle School participates in both the Duke Tips and the Orange Tips programs which encourage selected seventh grade students to take the PSAT and participate in tutoring and summer opportunities that expose them to college opportunities. In addition, all 8th grade students will be taking the PSAT during the school day this year. We participate in our district's Teach In event each year during which we invite parents and community members into our classrooms to tell students about their careers. Students also learn about college and career opportunities via field trips through our elective classes. We have a Coding Club as part of our after-school enrichment opportunities to help students improve their understanding of technology. Finally, we encourage faculty and staff to wear their college shirts every Friday to build students' college awareness.

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

Avalon Middle School has several career and technical education programs available to students. AMS was the first OCPS middle school to join Project Lead the Way, a STEM initiative providing students with instruction and career awareness in science and tech areas including Applied Chemistry, Nanotechnology, Applied Physics, Microbiology, Human Anatomy and Physiology, CSI, Genetics, Newtonian Mechanics, Aeronautics, Aerospace Science, Investigating Energy, Green Energy, Natural Resource Conservation, Measurement, Drafting, 2D & 3D Design, Mechanics, Energy, Engineering Design, Architectural Basics, Sustainable Architecture, and Energy Conservation. We also have the Information and Communications Technology (ICT) Essentials program through which students can earn Cape Digital Certificates by demonstrating mastery in technical skills such as word processing, spreadsheets, presentations, digital arts, cyber security, and coding. This year we have added a high school level STEM class, Intro to Engineering Design, and a high school level tech class, Digital Information Technology Course. Finally, students in 8th grade explore various career opportunities and develop a career plan through their social studies classes.

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

AMS encourages teachers to integrate career and technical education into the academic courses through interdisciplinary lessons and lessons based upon student interest surveys. Science and language arts teachers include nonfiction articles about career and technical topics into their lessons. Also, students in our science classes participate in the local and state science fair. In addition, our teachers emphasize the real world application of their content and continually explore ways in which to integrate technology use into the core courses in a meaningful way. Finally, Avalon Middle is promoting STEM + the Arts or STEAM. Our two art classes, band, drama, chorus and orchestra classes regularly incorporate career and technical education in their curriculum.

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.

Avalon Middle School utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Avalon also supports the progression of mathematics where Algebra 1 is offered in 7th and 8th grades and Geometry is available to our advanced math students. Tutoring is used to support and prepare students for success in Algebra 1.

Academic and career planning begins with fifth grade orientation to our curriculum and programs. Through parent night events and visitation to the campus, fifth graders are well informed of the course of study that they can choose. Additionally, eighth grade students are advised on course selections

and career paths through the Florida College and Career Planner document provided by Florida Virtual Campus. This document addresses career choices, high school diploma requirements, Bright Futures Scholarships, and the State University System. The guidance counselors and Staffing Specialist work with students and parents to create personally relevant and meaningful schedules.

In addition, Avalon works closely with our feeder high school to ensure that our students are prepared for the academic rigor of high school. Teachers in our advanced classes collaborate to provide rigorous coursework for these students to prepare them for high school AP and Honor classes. Advanced students have multiple opportunities to earn high school credits with classes including Intro to Engineering Design, Digital Information Technology, Algebra I, Geometry, HS Physical Science, HS Earth Space Science, Spanish I, and Spanish II. Participation in these classes at the middle school level allows more students to take AP or Dual Enrollment classes at the high school and graduate on time.

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.** Teachers will gain competence in rigorous, engaging standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)
- G2.** Teachers will gain proficiency in the use of data-based decision making through Professional Learning Communities in order to increase rigor, address Florida Standards and raise student achievement through appropriate remediation and enrichment. (Division Priority: Accelerate Student Performance)
- G3.** Student achievement in English Language Arts (ELA) will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)
- G4.** Student achievement in math will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)
- G5.** Student achievement in science will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)
- G6.** Student achievement in civics will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)

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. Teachers will gain competence in rigorous, engaging standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1a

G084426

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	25.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding about how to consistently implement the elements of the Instructional Framework at the level of rigor needed to reach proficiency on the Florida Standards in an engaging manner.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching and professional development from school-based coaches
- District staff development (common assessments)
- Professional resource library
- Administrative and resource personnel trained in iObservation and instructional rounds
- Discussions / sharing through Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Administrators and resource personnel will regularly review teachers' unit plans, self assessments completed through professional development training and classroom observation data from iObservation to look for evidence of increased competence in implementing rigorous, engaging instruction and use of differentiated instructional strategies.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Unit plans, Professional Learning Community minutes, PD academic notebooks and classroom observation data will be used to demonstrate that the goal is being monitored and that progress is being made.

G2. Teachers will gain proficiency in the use of data-based decision making through Professional Learning Communities in order to increase rigor, address Florida Standards and raise student achievement through appropriate remediation and enrichment. (Division Priority: Accelerate Student Performance) 1a

G084427

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	71.0
Civics EOC Pass	87.0
Algebra I EOC Pass Rate	98.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not have sufficient knowledge of or experience with using data from common formative and summative assessments constructed at the appropriate level of rigor to design appropriate remediation and enrichment for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District professional development and support
- Coaching and professional development from school-based resource personnel
- Professional resource library
- Discussions and sharing through Professional Learning Communities

Plan to Monitor Progress Toward G2. 8

Administrators and resource personnel will review student performance and classroom observation data to look for evidence of appropriate remediation and enrichment in our classrooms.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student performance data from various programs and common assessments along with teacher data from PD academic notebooks and classroom observations will be used to demonstrate that the goal is being monitored and that progress is being made.

G3. Student achievement in English Language Arts (ELA) will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) 1a

G084428

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the ELA standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching and professional development from school-based coaches
- Professional resource library
- Administrative and resources personnel trained in iObservation to provide feedback on instructional strategies
- Discussions within Professional Learning Community groups
- Program materials such as iReady and Springboard
- Support with differentiation from other teachers, particularly ESE co-taught, ESOL endorsed and Gifted endorsed

Plan to Monitor Progress Toward G3. 8

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in language arts and reading.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Student performance data from the language arts common assessments, writing prompts and iReady will be used to demonstrate that the goal is being monitored and that progress is being made.

G4. Student achievement in math will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) 1a

G084429

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	98.0
FSA Mathematics Achievement	80.0
Math Gains	74.0
Math Lowest 25% Gains	64.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the math standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching and professional development from school-based coaches
- Professional resource library
- Administrative and resource personnel trained in iObservation to provide feedback on instructional strategies
- Discussions within Professional Learning Community groups
- Program materials such as Khan Academy, the Calculus Project, and IXL
- Support in differentiation from other teachers, particularly ESE co-taught, ESOL endorsed, and Gifted endorsed

Plan to Monitor Progress Toward G4. 8

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in math.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Student performance data from the math common assessments and IXL will be used to demonstrate that the goal is being monitored and that progress is being made.

G5. Student achievement in science will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) 1a

G084430

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	71.0
Science Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the FCAT Science Exam and district Common Final Exams.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching and professional development from school-based coaches
- Professional resource library
- Administrative and resource personnel trained in iObservation to provide feedback on strategies
- Support from other teachers, particularly ESE co-taught, ESOL endorsed and Gifted endorsed in differentiation
- Vertical articulation meetings within the science Professional Learning Community to discuss ways in which to build students' background knowledge in science and increase their understanding of the process of scientific inquiry

Plan to Monitor Progress Toward G5. 8

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in science.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Student performance data from the science common assessments will be used to demonstrate that the goal is being monitored and that progress is being made.

G6. Student achievement in civics will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) 1a

 G084431

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	87.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the Civics EOC.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching and professional development from school-based coaches
- Professional resource library
- Administrative and resource personnel trained in iObservation to provide feedback on strategies
- Support from other teachers, particularly ESE co-taught, ESOL endorsed and Gifted endorsed in differentiation
- Vertical articulation meetings within the social studies Professional Learning Community groups to discuss ways in which to build student's background knowledge in civics

Plan to Monitor Progress Toward G6. 8

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in civics.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Student performance data from the civics common assessments and Documents-Based Questions will be used to demonstrate that the goal is being monitored and that progress is being made.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will gain competence in rigorous, engaging standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) **1**

 G084426

G1.B1 Teachers lack understanding about how to consistently implement the elements of the Instructional Framework at the level of rigor needed to reach proficiency on the Florida Standards in an engaging manner. **2**

 B224303

G1.B1.S1 Provide school-based professional development and follow up coaching on planning rigorous, engaging lessons using the elements of the Instructional Framework in all content areas and strategies for monitoring the effectiveness of their lessons. **4**

 S236740

Strategy Rationale

Teachers need to understand how intentional planning using the framework supports rigorous, engaging standards based instruction.

Action Step 1 **5**

Establish guidelines and system for providing ongoing coaching feedback to teachers.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 **5**

Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework.

Person Responsible

Marsee Perkins

Schedule

On 9/9/2016

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 3 5

Provide professional development and follow up coaching support to new teachers introducing deconstruction of standards and the planning process using the Instructional Framework.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 9/12/2016 to 12/16/2016

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 4 5

Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons using the book "Never Work Harder Than Your Students."

Person Responsible

Marsee Perkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 5 5

Provide ongoing feedback to teachers in the use of effective instructional strategies.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

iObservation data summarizing feedback given by administrators and resource personnel will be used to document completion of this activity.

Action Step 6 5

Facilitate sharing examples of effective lessons and strategies addressing rigorous, engaging standards based instruction through Professional Learning Communities.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Professional Learning Community minutes and Friday Focus newsletter copies will be used to document completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Evidence will include the observation calendar, iObservation data, Professional Learning Community minutes, professional development attendance sheets and agendas / handouts and copies of the teacher newsletter highlighting effective practices..

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

Administrators and trained resource personnel will observe classrooms on a regular basis to look for evidence of rigorous, engaging standards based instruction in our classrooms.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.

G1.B1.S2 Provide school-based professional development and support services on scaffolding and differentiated instruction. 4

 S236741

Strategy Rationale

Teachers need to understand how to differentiate instruction to provide appropriate scaffolding and remediation to students not meeting the grade level standards and enrichment for students who are already approve proficiency.

Action Step 1 5

Establish guidelines and system for providing ongoing coaching feedback to teachers on use of differentiation.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC groups of appropriate strategies for differentiating lessons based on student need.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of PLC minutes will be used to demonstrate completion of this activity.

Action Step 3 5

Provide professional development and follow up coaching support to teachers on strategies for differentiation to meet the needs of all learners.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 4 5

Provide ongoing feedback to teachers in the use of strategies for differentiating instruction.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

iObservation data summarizing feedback given by administrators and resource personnel will be used to document completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Evidence will include the observation calendar, iObservation data, Professional Learning Community minutes, professional development and PLC attendance sheets and agendas / handouts.

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

Administrators and trained resource personnel will observe classrooms on a regular basis to look for evidence of the use of differentiated instructional strategies in our classrooms.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.

G2. Teachers will gain proficiency in the use of data-based decision making through Professional Learning Communities in order to increase rigor, address Florida Standards and raise student achievement through appropriate remediation and enrichment. (Division Priority: Accelerate Student Performance) **1**

 G084427

G2.B1 Teachers do not have sufficient knowledge of or experience with using data from common formative and summative assessments constructed at the appropriate level of rigor to design appropriate remediation and enrichment for students. **2**

 B224305

G2.B1.S1 Provide professional development to Professional Learning Community groups on how to use the data from common formative and summative assessments to design appropriate remediation and enrichment to students on the Florida Standards. **4**

 S236743

Strategy Rationale

Professional Learning Community groups need to understand how to use the data from their common assessments to make instructional decisions leading to more rigorous, standards based instruction and an increase in student achievement.

Action Step 1 **5**

Set up and maintain school wide data wall.

Person Responsible

Amy Brett

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

A copy of the data displayed on the data wall each month will be used to document completion of this activity.

Action Step 2 5

Provide professional development to Professional Learning Community leaders on how to examine assessment data and student work in order to design appropriate remediation and enrichment activities for students.

Person Responsible

Lindsey Herold

Schedule

On 10/4/2016

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 3 5

Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC groups during regular meetings in which groups analyze student work and assessment data in order to make instructional decisions.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Copies of PLC minutes will be used to demonstrate completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Evidence will include copies of data used on the data walls, Professional Learning Community minutes, and professional development attendance sheets and agendas.

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

Administrators and resource personnel will observe classrooms on a regular basis to look for evidence of appropriate remediation and enrichment in our classrooms.

Person Responsible

Karen Furno


Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.

G2.B1.S2 Provide professional development to teachers on how to help students understand their data and use it to track their own progress. 4

 S236744

Strategy Rationale

Teachers need to understand how to help students understand their assessment scores and level on the scale and how to use this information to make progress on the learning goals for their classes.

Action Step 1 5

Provide professional development to teachers on methods of tracking student data.

Person Responsible

Lindsey Herold

Schedule

On 12/16/2016

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 2 5

Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC groups during regular meetings in which group members share strategies for helping students track their progress on key benchmarks.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Copies of PLC minutes and student tracking sheets will be used to demonstrate completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Evidence will include copies of Professional Learning Community (PLC) minutes and sample student tracking forms.

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

Administrators and resource personnel will meet with PLCs on a regular basis to discuss evidence of the use of student tracking in our classrooms.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data will be collected from our common assessments and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.


G3. Student achievement in English Language Arts (ELA) will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) 1

 G084428

G3.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the ELA standards. 2

 B224308

G3.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction. 4

 S236746

Strategy Rationale

Teachers need to understand how to differentiate instruction to provide appropriate scaffolding and remediation to students not meeting the grade level standards and enrichment for students who are already at proficiency.

Action Step 1 5

Establish double block ELA courses to provide support for students in the lowest 25% of reading proficiency.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the master schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Guide language arts / reading Professional Learning Communities in reviewing and revising their Instructional Focus Calendars to build in time for remediation of our lowest 25% of students and enrichment for our highest 25% of students on key assessed standards.

Person Responsible

Suzanna Pacheco

Schedule

On 8/31/2016

Evidence of Completion

A copy of the language arts Instructional Focus Calendars will be used to demonstrate completion of this activity.

Action Step 3 5

Provide professional development to language arts / reading teachers in the use of the rotational model of instruction for the double block language arts courses.

Person Responsible

Amy Brett

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 4 5

Implement use of academic notebooks in all language arts / reading classes to help students track their individual progress on the standards.

Person Responsible

Suzanna Pacheco

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of academic notebooks will be used to demonstrate completion of this activity.

Action Step 5 5

Facilitate collaborative discussions in the language arts Professional Learning Communities on instructional strategies and the use of data to differentiate instruction.

Person Responsible

Suzanna Pacheco

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of the language arts Professional Learning Community minutes will be used to demonstrate completion of this activity.

Action Step 6 5

Provide professional development to language arts / reading teachers on strategies for differentiated instruction.

Person Responsible

Amy Brett

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 7 5

Establish and implement school wide writing prompts in language arts to establish a baseline of student performance and track progress in writing throughout the year.

Person Responsible

Suzanna Pacheco

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

The writing prompts calendar and data from the prompts will be used to demonstrate completion of this activity.

Action Step 8 5

Establish a cross-curricular writing team to share writing strategies and ensure common language in writing across all disciplines.

Person Responsible

Amy Brett

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Minutes from the writing team meetings will be used to demonstrate completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include a copy of the master schedule, Professional Learning Community minutes and Instructional Focus Calendars, sample academic notebooks, the writing prompt calendar and data, and professional development attendance sheets and agendas / handouts.

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

Administrators and resource personnel will review teacher and student performance data on a regular basis to look for evidence of the effectiveness of the professional development on differentiated instruction.

Person Responsible

Karen Furno

Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from language arts common assessments, writing prompts and iReady. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.

G3.B1.S2 Provide on-going feedback to teachers on their implementation of differentiated instruction strategies. 4

 S236747

Strategy Rationale

Teachers need feedback on the effectiveness of their implementation of differentiated instruction in order to make adjustments to their instruction as needed.

Action Step 1 5

Establish guidelines and system for providing ongoing feedback on differentiated instruction to teachers.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Create a system to identify demonstration language arts / reading classrooms in the use of the rotational model and differentiated instruction strategies and share this information with the faculty on a regular basis.

Person Responsible

Karen Furno

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.

Action Step 3 5

Provide follow up coaching support to language arts / reading teachers in the use of strategies for differentiated instruction and the rotational model.

Person Responsible

Amy Brett

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.

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

Administrators and resource personnel will review iObservation data on a regular basis to look for evidence of the effectiveness of the support systems encouraging differentiated instruction.

Person Responsible

Karen Furno

Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.

G4. Student achievement in math will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) **1**

 G084429

G4.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the math standards. **2**

 B224311

G4.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction. **4**

 S236748

Strategy Rationale

Teachers need to understand how to differentiate instruction to provide appropriate scaffolding and remediation to students not meeting the grade level standards and enrichment for students who are already at proficiency.

Action Step 1 **5**

Establish double block pre-algebra, double block Algebra and intensive math courses to provide support for students in the lowest 25% of math proficiency.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the master schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Guide math Professional Learning Communities (PLCs) in reviewing and revising their Instructional Focus Calendars to build in time for remediation of our lowest 25% of students and enrichment of our highest 25% of students on key assessed standards.

Person Responsible

Karen Furno

Schedule

On 8/31/2016

Evidence of Completion

A copy of the math Instructional Focus Calendars will be used to demonstrate completion of this activity.

Action Step 3 5

Provide professional development to math teachers in the use of the rotational model of instruction for the double block and intensive math courses.

Person Responsible

Lindsey Herold

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 4 5

Implement use of academic notebooks in all math classes to help students track their individual progress on the standards.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of academic notebooks will be used to demonstrate completion of this activity.

Action Step 5 5

Facilitate collaborative discussions in the math Professional Learning Communities on instructional strategies and the use of data to differentiate instruction.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of the math Professional Learning Community minutes will be used to demonstrate completion of this activity.

Action Step 6 5

Provide professional development to math teachers on strategies for differentiated instruction.

Person Responsible

Lindsey Herold

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include a copy of the master schedule, Professional Learning Community minutes and Instructional Focus Calendars, sample academic notebooks, and professional development attendance sheets and agendas / handouts.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrators and resource personnel will review teacher and student performance data on a regular basis to look for evidence of the effectiveness of the professional development on and programs encouraging differentiated instruction.

Person Responsible

Karen Furno

Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from math common assessments and IXL. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.

G4.B1.S2 Provide on-going feedback to teachers on their implementation of differentiated instruction strategies. 4

 S236749

Strategy Rationale

Teachers need feedback on the effectiveness of their implementation of differentiated instruction in order to make adjustments to their instruction as needed.

Action Step 1 5

Establish guidelines and system for providing ongoing feedback on differentiated instruction to teachers.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Create a system to identify demonstration math classrooms in the use of the rotational model and differentiated instruction strategies and share this information with the faculty on a regular basis.

Person Responsible

Karen Furno

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.

Action Step 3 5

Provide follow up coaching support to math teachers in the use of strategies for differentiated instruction and the rotational model.

Person Responsible

Lindsey Herold

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administrators and resource personnel will review iObservation data on a regular basis to look for evidence of the effectiveness of the support systems encouraging differentiated instruction.

Person Responsible

Karen Furno

Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.

G5. Student achievement in science will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) **1**

 G084430

G5.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the FCAT Science Exam and district Common Final Exams. **2**

 B224314

G5.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction. **4**

 S236750

Strategy Rationale

Teachers need to understand how to differentiate instruction to provide appropriate scaffolding and remediation to students not meeting the grade level standards and enrichment for students who are already at proficiency.

Action Step 1 **5**

Guide science Professional Learning Communities s in reviewing and revising their Instructional Focus Calendars to build in time for remediation of our lowest 25% of students and enrichment of our highest 25% of students on key assessed standards.

Person Responsible

Bibiana Gavillan

Schedule

On 8/31/2016

Evidence of Completion

A copy of the science Instructional Focus Calendars will be used to demonstrate completion of this activity.

Action Step 2 5

Implement a system of systematic review of sixth and seventh grade standards in 8th grade courses to prepare students for the FCAT Science Exam.

Person Responsible

Bibiana Gavillan

Schedule

On 10/14/2016

Evidence of Completion

A copy of the review calendar and plan will be used to demonstrate completion of this activity.

Action Step 3 5

Facilitate collaborative discussions in the science Professional Learning Communities on instructional strategies and the use of data to differentiate instruction.

Person Responsible

Bibiana Gavillan

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of the science Professional Learning Community minutes will be used to demonstrate completion of this activity.

Action Step 4 5

Implement use of academic notebooks in all science classes to help students track their individual progress on the standards.

Person Responsible

Bibiana Gavillan

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of academic notebooks will be used to demonstrate completion of this activity.

Action Step 5 5

Provide professional development and to science teachers on strategies for differentiated instruction.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include Professional Learning Community minutes and Instructional Focus Calendar, sample academic notebooks, the 8th grade review calendar and plan, and professional development attendance sheets and agendas / handouts.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administrators and resource personnel will review teacher and student performance data on a regular basis to look for evidence of the effectiveness of the professional development on differentiated instruction.

Person Responsible

Karen Furno


Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from science common assessments and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.

G5.B1.S2 Provide on-going feedback to teachers on their implementation of differentiated instruction strategies. 4

 S236751

Strategy Rationale

Teachers need feedback on the effectiveness of their implementation of differentiated instruction in order to make adjustments to their instruction as needed.

Action Step 1 5

Establish guidelines and system for providing ongoing feedback on differentiated instruction to teachers.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Create a system to identify demonstration science classrooms in the use of differentiated instruction strategies and share this information with the faculty on a regular basis.

Person Responsible

Karen Furno

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.

Action Step 3 5

Provide follow up coaching support to science teachers in the use of strategies for differentiated instruction.

Person Responsible

Marsee Perkins

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Administrators and resource personnel will review iObservation data on a regular basis to look for evidence of the effectiveness of the support systems encouraging differentiated instruction.

Person Responsible

Karen Furno

Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.

G6. Student achievement in civics will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance) **1**

 G084431

G6.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the Civics EOC. **2**

 B224317

G6.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction. **4**

 S236752

Strategy Rationale

Teachers need to understand how to differentiate instruction to provide appropriate scaffolding and remediation to students not meeting the grade level standards and enrichment for students who are already at proficiency.

Action Step 1 **5**

Guide the Civics Professional Learning Community in reviewing and revising their Instructional Focus Calendar to build in time for remediation of the lowest 25% of students and enrichment of the highest 25% of students on key assessed standards.

Person Responsible

Matthew Rebholz

Schedule

On 8/31/2016

Evidence of Completion

A copy of the civics Instructional Focus Calendar will be used to demonstrate completion of this activity.

Action Step 2 5

Facilitate collaborative discussions in the civics Professional Learning Community on instructional strategies and the use of data to differentiate instruction.

Person Responsible

Matthew Rebholz

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of the civics Professional Learning Community minutes will be used to demonstrate completion of this activity.

Action Step 3 5

Provide professional development to social studies teachers on strategies for differentiated instruction.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 4 5

Implement use of academic notebooks in all civics classes to help students track their individual progress on the standards.

Person Responsible

Matthew Rebholz

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of academic notebooks will be used to demonstrate completion of this activity.

Action Step 5 5

Implement use of DBQs (documents based questions) in all civics classes to increase the level of rigor.

Person Responsible

Matthew Rebholz

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sample copies of the Documents-Based Questions (DBQs) and data from these assessments will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include Professional Learning Community minutes and Instructional Focus Calendar, sample Document-Based Questions (DBQs) and academic notebooks, data from the DBQs, and professional development attendance sheets and agendas / handouts.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administrators and resource personnel will review teacher and student performance data on a regular basis to look for evidence of the effectiveness of the professional development on differentiated instruction.

Person Responsible

Karen Furno

Schedule

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

Evidence of Completion

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from civics common assessments and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.

G6.B1.S2 Provide on-going feedback to teachers on their implementation of differentiated instruction strategies. 4

 S236753

Strategy Rationale

Teachers need feedback on the effectiveness of their implementation of differentiated instruction in order to make adjustments to their instruction as needed.

Action Step 1 5

Establish guidelines and system for providing ongoing feedback on differentiated instruction to teacher.

Person Responsible

Karen Furno

Schedule

On 8/12/2016

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Create a system to identify demonstration social studies classrooms in the use of differentiated instruction strategies and share this information with the faculty on a regular basis.

Person Responsible

Karen Furno

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.

Action Step 3 5

Provide follow up coaching support to social studies teachers in the use of strategies for differentiated instruction.

Person Responsible

Marsee Perkins

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Administrators and resource personnel will review iObservation data on a regular basis to look for evidence of the effectiveness of the support systems encouraging differentiated instruction.

Person Responsible

Karen Furno

Schedule












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

Evidence of Completion












Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.

IV. Implementation Timeline














Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A305519	Establish guidelines and system for providing ongoing coaching feedback to teachers.	Furno, Karen	8/8/2016	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G3.B1.S1.A1 A305534	Establish double block ELA courses to provide support for students in the lowest 25% of reading...	Furno, Karen	8/8/2016	A copy of the master schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G4.B1.S1.A1 A305545	Establish double block pre-algebra, double block Algebra and intensive math courses to provide...	Furno, Karen	8/8/2016	A copy of the master schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G1.B1.S2.A1 A305525	Establish guidelines and system for providing ongoing coaching feedback to teachers on use of...	Furno, Karen	8/8/2016	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G3.B1.S2.A1 A305542	Establish guidelines and system for providing ongoing feedback on differentiated instruction to...	Furno, Karen	8/8/2016	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G4.B1.S2.A1 A305551	Establish guidelines and system for providing ongoing feedback on differentiated instruction to...	Furno, Karen	8/8/2016	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G5.B1.S2.A1 A305559	Establish guidelines and system for providing ongoing feedback on differentiated instruction to...	Furno, Karen	8/8/2016	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G6.B1.S2.A1 A305567	Establish guidelines and system for providing ongoing feedback on differentiated instruction to...	Furno, Karen	8/8/2016	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/12/2016 one-time
G3.B1.S1.A2 A305535	Guide language arts / reading Professional Learning Communities in reviewing and revising their...	Pacheco, Suzanna	8/8/2016	A copy of the language arts Instructional Focus Calendars will be used to demonstrate completion of this activity.	8/31/2016 one-time
G4.B1.S1.A2 A305546	Guide math Professional Learning Communities (PLCs) in reviewing and revising their Instructional...	Furno, Karen	8/8/2016	A copy of the math Instructional Focus Calendars will be used to demonstrate completion of this activity.	8/31/2016 one-time
G5.B1.S1.A1 A305554	Guide science Professional Learning Communities s in reviewing and revising their Instructional...	Gavillan, Bibiana	8/8/2016	A copy of the science Instructional Focus Calendars will be used to demonstrate completion of this activity.	8/31/2016 one-time
G6.B1.S1.A1 A305562	Guide the Civics Professional Learning Community in reviewing and revising their Instructional...	Rebholz, Matthew	8/8/2016	A copy of the civics Instructional Focus Calendar will be used to demonstrate completion of this activity.	8/31/2016 one-time
G1.B1.S1.A2 A305520	Provide professional development and follow up coaching support to new teachers introducing the...	Perkins, Marsee	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	9/9/2016 one-time
G2.B1.S1.A2 A305530	Provide professional development to Professional Learning Community leaders on how to examine...	Herold, Lindsey	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	10/4/2016 one-time
G5.B1.S1.A2 A305555	Implement a system of systematic review of sixth and seventh grade standards in 8th grade courses...	Gavillan, Bibiana	8/8/2016	A copy of the review calendar and plan will be used to demonstrate completion of this activity.	10/14/2016 one-time
G1.B1.S1.A3 A305521	Provide professional development and follow up coaching support to new teachers introducing...	Perkins, Marsee	9/12/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	12/16/2016 monthly
G2.B1.S2.A1 A305532	Provide professional development to teachers on methods of tracking student data.	Herold, Lindsey	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	12/16/2016 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1  M311579	Administrators and resource personnel will regularly review teachers' unit plans, self assessments...	Furno, Karen	9/12/2016	Unit plans, Professional Learning Community minutes, PD academic notebooks and classroom observation data will be used to demonstrate that the goal is being monitored and that progress is being made.	5/26/2017 weekly
G2.MA1  M311584	Administrators and resource personnel will review student performance and classroom observation...	Furno, Karen	9/12/2016	Student performance data from various programs and common assessments along with teacher data from PD academic notebooks and classroom observations will be used to demonstrate that the goal is being monitored and that progress is being made.	5/26/2017 weekly
G3.MA1  M311589	Administrators and resource personnel will regularly review student performance data to look for...	Furno, Karen	8/8/2016	Student performance data from the language arts common assessments, writing prompts and iReady will be used to demonstrate that the goal is being monitored and that progress is being made.	5/26/2017 weekly
G4.MA1  M311594	Administrators and resource personnel will regularly review student performance data to look for...	Furno, Karen	8/8/2016	Student performance data from the math common assessments and IXL will be used to demonstrate that the goal is being monitored and that progress is being made.	5/26/2017 weekly
G5.MA1  M311599	Administrators and resource personnel will regularly review student performance data to look for...	Furno, Karen	8/8/2016	Student performance data from the science common assessments will be used to demonstrate that the goal is being monitored and that progress is being made.	5/26/2017 weekly
G6.MA1  M311604	Administrators and resource personnel will regularly review student performance data to look for...	Furno, Karen	8/8/2016	Student performance data from the civics common assessments and Documents-Based Questions will be used to demonstrate that the goal is being monitored and that progress is being made.	5/26/2017 weekly
G1.B1.S1.MA1  M311575	Administrators and trained resource personnel will observe classrooms on a regular basis to look...	Furno, Karen	9/12/2016	Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.	5/26/2017 monthly
G1.B1.S1.MA1  M311576	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	9/12/2016	Evidence will include the observation calendar, iObservation data, Professional Learning Community minutes, professional development attendance sheets and agendas / handouts and copies of the teacher newsletter highlighting effective practices..	5/26/2017 weekly
G1.B1.S1.A4  A305522	Provide professional development and follow up coaching support to teachers on elements of the...	Perkins, Marsee	9/12/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G1.B1.S1.A5  A305523	Provide ongoing feedback to teachers in the use of effective instructional strategies.	Furno, Karen	9/12/2016	iObservation data summarizing feedback given by administrators and resource personnel will be used to document completion of this activity.	5/26/2017 monthly
G1.B1.S1.A6  A305524	Facilitate sharing examples of effective lessons and strategies addressing rigorous, engaging...	Furno, Karen	9/12/2016	Professional Learning Community minutes and Friday Focus newsletter copies will be used to document completion of this activity.	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M311580	Administrators and resource personnel will observe classrooms on a regular basis to look for...	Furno, Karen	9/12/2016	Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.	5/26/2017 monthly
G2.B1.S1.MA1 M311581	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	9/12/2016	Evidence will include copies of data used on the data walls, Professional Learning Community minutes, and professional development attendance sheets and agendas.	5/26/2017 weekly
G2.B1.S1.A1 A305529	Set up and maintain school wide data wall.	Brett, Amy	8/8/2016	A copy of the data displayed on the data wall each month will be used to document completion of this activity.	5/26/2017 monthly
G2.B1.S1.A3 A305531	Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC...	Furno, Karen	8/8/2016	Copies of PLC minutes will be used to demonstrate completion of this activity.	5/26/2017 weekly
G3.B1.S1.MA1 M311585	Administrators and resource personnel will review teacher and student performance data on a...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from language arts common assessments, writing prompts and iReady. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.	5/26/2017 monthly
G3.B1.S1.MA1 M311586	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include a copy of the master schedule, Professional Learning Community minutes and Instructional Focus Calendars, sample academic notebooks, the writing prompt calendar and data, and professional development attendance sheets and agendas / handouts.	5/26/2017 weekly
G3.B1.S1.A3 A305536	Provide professional development to language arts / reading teachers in the use of the rotational...	Brett, Amy	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G3.B1.S1.A4 A305537	Implement use of academic notebooks in all language arts / reading classes to help students track...	Pacheco, Suzanna	8/8/2016	Sample copies of academic notebooks will be used to demonstrate completion of this activity.	5/26/2017 weekly
G3.B1.S1.A5 A305538	Facilitate collaborative discussions in the language arts Professional Learning Communities on...	Pacheco, Suzanna	8/8/2016	Sample copies of the language arts Professional Learning Community minutes will be used to demonstrate completion of this activity.	5/26/2017 weekly
G3.B1.S1.A6 A305539	Provide professional development to language arts / reading teachers on strategies for...	Brett, Amy	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G3.B1.S1.A7 A305540	Establish and implement school wide writing prompts in language arts to establish a baseline of...	Pacheco, Suzanna	8/8/2016	The writing prompts calendar and data from the prompts will be used to demonstrate completion of this activity.	5/26/2017 quarterly
G3.B1.S1.A8 A305541	Establish a cross-curricular writing team to share writing strategies and ensure common language in...	Brett, Amy	9/12/2016	Minutes from the writing team meetings will be used to demonstrate completion of this activity.	5/26/2017 quarterly
G4.B1.S1.MA1 M311590	Administrators and resource personnel will review teacher and student performance data on a regular...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from math common assessments and IXL. These data points will be analyzed at weekly	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				administrative / resource personnel meetings to determine necessary adjustments to our professional development.	
G4.B1.S1.MA1  M311591	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include a copy of the master schedule, Professional Learning Community minutes and Instructional Focus Calendars, sample academic notebooks, and professional development attendance sheets and agendas / handouts.	5/26/2017 weekly
G4.B1.S1.A3  A305547	Provide professional development to math teachers in the use of the rotational model of instruction...	Herold, Lindsey	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G4.B1.S1.A4  A305548	Implement use of academic notebooks in all math classes to help students track their individual...	Furno, Karen	8/8/2016	Sample copies of academic notebooks will be used to demonstrate completion of this activity.	5/26/2017 weekly
G4.B1.S1.A5  A305549	Facilitate collaborative discussions in the math Professional Learning Communities on instructional...	Furno, Karen	8/8/2016	Sample copies of the math Professional Learning Community minutes will be used to demonstrate completion of this activity.	5/26/2017 weekly
G4.B1.S1.A6  A305550	Provide professional development to math teachers on strategies for differentiated instruction.	Herold, Lindsey	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G5.B1.S1.MA1  M311595	Administrators and resource personnel will review teacher and student performance data on a regular...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from science common assessments and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.	5/26/2017 monthly
G5.B1.S1.MA1  M311596	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include Professional Learning Community minutes and Instructional Focus Calendar, sample academic notebooks, the 8th grade review calendar and plan, and professional development attendance sheets and agendas / handouts.	5/26/2017 weekly
G5.B1.S1.A3  A305556	Facilitate collaborative discussions in the science Professional Learning Communities on...	Gavillan, Bibiana	8/8/2016	Sample copies of the science Professional Learning Community minutes will be used to demonstrate completion of this activity.	5/26/2017 weekly
G5.B1.S1.A4  A305557	Implement use of academic notebooks in all science classes to help students track their individual...	Gavillan, Bibiana	8/8/2016	Sample copies of academic notebooks will be used to demonstrate completion of this activity.	5/26/2017 weekly
G5.B1.S1.A5  A305558	Provide professional development and to science teachers on strategies for differentiated...	Perkins, Marsee	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G6.B1.S1.MA1  M311600	Administrators and resource personnel will review teacher and student performance data on a regular...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from civics common assessments and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1 M311601	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include Professional Learning Community minutes and Instructional Focus Calendar, sample Document-Based Questions (DBQs) and academic notebooks, data from the DBQs, and professional development attendance sheets and agendas / handouts.	5/26/2017 weekly
G6.B1.S1.A2 A305563	Facilitate collaborative discussions in the civics Professional Learning Community on instructional...	Rebholz, Matthew	8/8/2016	Sample copies of the civics Professional Learning Community minutes will be used to demonstrate completion of this activity.	5/26/2017 weekly
G6.B1.S1.A3 A305564	Provide professional development to social studies teachers on strategies for differentiated...	Perkins, Marsee	8/8/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G6.B1.S1.A4 A305565	Implement use of academic notebooks in all civics classes to help students track their individual...	Rebholz, Matthew	8/8/2016	Sample copies of academic notebooks will be used to demonstrate completion of this activity.	5/26/2017 weekly
G6.B1.S1.A5 A305566	Implement use of DBQs (documents based questions) in all civics classes to increase the level of...	Rebholz, Matthew	8/8/2016	Sample copies of the Documents-Based Questions (DBQs) and data from these assessments will be used to demonstrate completion of this activity.	5/26/2017 quarterly
G1.B1.S2.MA1 M311577	Administrators and trained resource personnel will observe classrooms on a regular basis to look...	Furno, Karen	9/12/2016	Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.	5/26/2017 monthly
G1.B1.S2.MA1 M311578	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	9/12/2016	Evidence will include the observation calendar, iObservation data, Professional Learning Community minutes, professional development and PLC attendance sheets and agendas / handouts.	5/26/2017 weekly
G1.B1.S2.A2 A305526	Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC...	Furno, Karen	8/8/2016	Sample copies of PLC minutes will be used to demonstrate completion of this activity.	5/26/2017 weekly
G1.B1.S2.A3 A305527	Provide professional development and follow up coaching support to teachers on strategies for...	Perkins, Marsee	9/12/2016	Sign in sheets and materials from the professional development sessions will be used to demonstrate completion of this activity.	5/26/2017 monthly
G1.B1.S2.A4 A305528	Provide ongoing feedback to teachers in the use of strategies for differentiating instruction.	Furno, Karen	9/12/2016	iObservation data summarizing feedback given by administrators and resource personnel will be used to document completion of this activity.	5/26/2017 monthly
G2.B1.S2.MA1 M311582	Administrators and resource personnel will meet with PLCs on a regular basis to discuss evidence of...	Furno, Karen	9/12/2016	Data will be collected from our common assessments and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.	5/26/2017 weekly
G2.B1.S2.MA1 M311583	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	9/12/2016	Evidence will include copies of Professional Learning Community (PLC) minutes and sample student tracking forms.	5/26/2017 weekly
G2.B1.S2.A2 A305533	Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC...	Furno, Karen	8/8/2016	Copies of PLC minutes and student tracking sheets will be used to demonstrate completion of this activity.	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1  M311587	Administrators and resource personnel will review iObservation data on a regular basis to look for...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.	5/26/2017 monthly
G3.B1.S2.MA1  M311588	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.	5/26/2017 weekly
G3.B1.S2.A2  A305543	Create a system to identify demonstration language arts / reading classrooms in the use of the...	Furno, Karen	8/8/2016	Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.	5/26/2017 monthly
G3.B1.S2.A3  A305544	Provide follow up coaching support to language arts / reading teachers in the use of strategies for...	Brett, Amy	8/8/2016	Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.	5/26/2017 weekly
G4.B1.S2.MA1  M311592	Administrators and resource personnel will review iObservation data on a regular basis to look for...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.	5/26/2017 monthly
G4.B1.S2.MA1  M311593	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.	5/26/2017 weekly
G4.B1.S2.A2  A305552	Create a system to identify demonstration math classrooms in the use of the rotational model and...	Furno, Karen	8/8/2016	Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.	5/26/2017 monthly
G4.B1.S2.A3  A305553	Provide follow up coaching support to math teachers in the use of strategies for differentiated...	Herold, Lindsey	8/8/2016	Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.	5/26/2017 weekly
G5.B1.S2.MA1  M311597	Administrators and resource personnel will review iObservation data on a regular basis to look for...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.	5/26/2017 monthly
G5.B1.S2.MA1  M311598	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.	5/26/2017 weekly
G5.B1.S2.A2  A305560	Create a system to identify demonstration science classrooms in the use of differentiated...	Furno, Karen	8/8/2016	Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.	5/26/2017 monthly
G5.B1.S2.A3  A305561	Provide follow up coaching support to science teachers in the use of strategies for differentiated...	Perkins, Marsee	8/8/2016	Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.	5/26/2017 weekly
G6.B1.S2.MA1  M311602	Administrators and resource personnel will review iObservation data on a regular basis to look for...	Furno, Karen	9/5/2016	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our teacher support system.	5/26/2017 monthly
G6.B1.S2.MA1  M311603	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Furno, Karen	8/8/2016	Evidence will include the observation calendar, a copy of the coaching log, and examples of coaching feedback.	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S2.A2  A305568	Create a system to identify demonstration social studies classrooms in the use of differentiated...	Furno, Karen	8/8/2016	Copies of the faculty newsletter and sample videos of exemplary practice will be used to demonstrate completion of this activity.	5/26/2017 monthly
G6.B1.S2.A3  A305569	Provide follow up coaching support to social studies teachers in the use of strategies for...	Perkins, Marsee	8/8/2016	Coaching logs and sample feedback from resource personnel will be used to demonstrate completion of this activity.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Teachers will gain competence in rigorous, engaging standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B1 Teachers lack understanding about how to consistently implement the elements of the Instructional Framework at the level of rigor needed to reach proficiency on the Florida Standards in an engaging manner.

G1.B1.S1 Provide school-based professional development and follow up coaching on planning rigorous, engaging lessons using the elements of the Instructional Framework in all content areas and strategies for monitoring the effectiveness of their lessons.

PD Opportunity 1

Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework.

Facilitator

Marsee Perkins

Participants

First-year teachers and teachers new to OCPS

Schedule

On 9/9/2016

PD Opportunity 2

Provide professional development and follow up coaching support to new teachers introducing deconstruction of standards and the planning process using the Instructional Framework.

Facilitator

Marsee Perkins, Amy Brett, Lindsey Herold

Participants

First-year teachers and teachers new to OCPS

Schedule

Monthly, from 9/12/2016 to 12/16/2016

PD Opportunity 3

Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons using the book "Never Work Harder Than Your Students."

Facilitator

Marsee Perkins, Amy Brett, Lindsey Herold

Participants

All teachers

Schedule

Monthly, from 9/12/2016 to 5/26/2017

G1.B1.S2 Provide school-based professional development and support services on scaffolding and differentiated instruction.

PD Opportunity 1

Provide professional development and follow up coaching support to teachers on strategies for differentiation to meet the needs of all learners.

Facilitator

Marsee Perkins, Amy Brett, Lindsey Herold

Participants

All teachers

Schedule

Monthly, from 9/12/2016 to 5/26/2017

G2. Teachers will gain proficiency in the use of data-based decision making through Professional Learning Communities in order to increase rigor, address Florida Standards and raise student achievement through appropriate remediation and enrichment. (Division Priority: Accelerate Student Performance)

G2.B1 Teachers do not have sufficient knowledge of or experience with using data from common formative and summative assessments constructed at the appropriate level of rigor to design appropriate remediation and enrichment for students.

G2.B1.S1 Provide professional development to Professional Learning Community groups on how to use the data from common formative and summative assessments to design appropriate remediation and enrichment to students on the Florida Standards.

PD Opportunity 1

Provide professional development to Professional Learning Community leaders on how to examine assessment data and student work in order to design appropriate remediation and enrichment activities for students.

Facilitator

Marsee Perkins, Amy Brett, Lindsey Herold

Participants

Professional Learning Community leaders

Schedule

On 10/4/2016

G2.B1.S2 Provide professional development to teachers on how to help students understand their data and use it to track their own progress.

PD Opportunity 1

Provide professional development to teachers on methods of tracking student data.

Facilitator

Amy Brett, Lindsey Herold, and Marsee Perkins

Participants

All teachers

Schedule

On 12/16/2016

G3. Student achievement in English Language Arts (ELA) will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)

G3.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the ELA standards.

G3.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction.

PD Opportunity 1

Provide professional development to language arts / reading teachers in the use of the rotational model of instruction for the double block language arts courses.

Facilitator

Amy Brett

Participants

Language arts / reading teachers in double block courses

Schedule

Monthly, from 8/8/2016 to 5/26/2017

PD Opportunity 2

Provide professional development to language arts / reading teachers on strategies for differentiated instruction.

Facilitator

Amy Brett

Participants

Language arts and reading teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G4. Student achievement in math will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)

G4.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the math standards.

G4.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction.

PD Opportunity 1

Provide professional development to math teachers in the use of the rotational model of instruction for the double block and intensive math courses.

Facilitator

Lindsey Herold

Participants

Double block and intensive math teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

PD Opportunity 2

Provide professional development to math teachers on strategies for differentiated instruction.

Facilitator

Lindsey Herold

Participants

Math teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G5. Student achievement in science will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)

G5.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the FCAT Science Exam and district Common Final Exams.

G5.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction.

PD Opportunity 1

Provide professional development and to science teachers on strategies for differentiated instruction.

Facilitator

Marsee Perkins

Participants

Science teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G6. Student achievement in civics will increase for our lowest 25%, our highest 25% and all of our subgroups with the implementation of rigorous, engaging standards-based instruction. (Division Priority: Accelerate Student Performance)

G6.B1 Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the Civics EOC.

G6.B1.S1 Provide school-based professional development along with support systems and programs encouraging differentiated instruction.

PD Opportunity 1

Provide professional development to social studies teachers on strategies for differentiated instruction.

Facilitator

Marsee Perkins

Participants

Social studies teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Establish guidelines and system for providing ongoing coaching feedback to teachers.				\$0.00
2	G1.B1.S1.A2	Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework.				\$930.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$900.00
			Notes: Prep and delivery hourly expense for Instructional Coach support - 20 hours - and estimated hourly cost for coaching.			
			1763 - Avalon Middle	General Fund		\$30.00
			Notes: Paper for handouts and markers, poster paper, and highlighters for training activities			
3	G1.B1.S1.A3	Provide professional development and follow up coaching support to new teachers introducing deconstruction of standards and the planning process using the Instructional Framework.				\$935.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle	General Fund		\$35.00
			Notes: Paper for handouts and binders for portfolios.			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$900.00
			Notes: Estimated salary expenditure for Learning Resource Specialist.			
4	G1.B1.S1.A4	Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons using the book "Never Work Harder Than Your Students."				\$37,225.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$34,347.00
			Notes: Salary expenses for Learning Resource Specialist			
			1763 - Avalon Middle	General Fund		\$2,878.00
			Notes: Paper, books (Never Work Harder Than Your Students), poster paper, markers, highlighters, pens and pencils for professional development.			
5	G1.B1.S1.A5	Provide ongoing feedback to teachers in the use of effective instructional strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle			\$0.00
6	G1.B1.S1.A6	Facilitate sharing examples of effective lessons and strategies addressing rigorous, engaging standards based instruction through Professional Learning Communities.				\$7,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			1763 - Avalon Middle	General Fund		\$7,700.00
			Notes: PLC leader stipends - 14 - partial cost.			
7	G1.B1.S2.A1	Establish guidelines and system for providing ongoing coaching feedback to teachers on use of differentiation.				\$0.00
8	G1.B1.S2.A2	Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC groups of appropriate strategies for differentiating lessons based on student need.				\$0.00
9	G1.B1.S2.A3	Provide professional development and follow up coaching support to teachers on strategies for differentiation to meet the needs of all learners.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$500.00
			Notes: Partial salary for resource personnel conducting training.			
10	G1.B1.S2.A4	Provide ongoing feedback to teachers in the use of strategies for differentiating instruction.				\$0.00
11	G2.B1.S1.A1	Set up and maintain school wide data wall.				\$810.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$810.00
			Notes: Notes: Salary cost for Reading and Math Coaches - 18 hours.			
12	G2.B1.S1.A2	Provide professional development to Professional Learning Community leaders on how to examine assessment data and student work in order to design appropriate remediation and enrichment activities for students.				\$475.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle			\$25.00
			Notes: Notes: Materials for training - handouts			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$450.00
			Notes: Notes: Prep and delivery hourly expense for Math Coach - 10 hours.			
13	G2.B1.S1.A3	Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC groups during regular meetings in which groups analyze student work and assessment data in order to make instructional decisions.				\$0.00
14	G2.B1.S2.A1	Provide professional development to teachers on methods of tracking student data.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$500.00
			Notes: Partial salary for resource personnel conducting training.			
15	G2.B1.S2.A2	Assist Professional Learning Community (PLC) leaders in facilitating discussions within their PLC groups during regular meetings in which group				\$0.00

		members share strategies for helping students track their progress on key benchmarks.				
16	G3.B1.S1.A1	Establish double block ELA courses to provide support for students in the lowest 25% of reading proficiency.				\$0.00
17	G3.B1.S1.A2	Guide language arts / reading Professional Learning Communities in reviewing and revising their Instructional Focus Calendars to build in time for remediation of our lowest 25% of students and enrichment for our highest 25% of students on key assessed standards.				\$0.00
18	G3.B1.S1.A3	Provide professional development to language arts / reading teachers in the use of the rotational model of instruction for the double block language arts courses.				\$460.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle			\$10.00
			Notes: Notes: Materials for PD - paper, pencils, highlighters			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$450.00
			Notes: Notes: Salary cost for Reading Coach - 10 hours.			
19	G3.B1.S1.A4	Implement use of academic notebooks in all language arts / reading classes to help students track their individual progress on the standards.				\$0.00
20	G3.B1.S1.A5	Facilitate collaborative discussions in the language arts Professional Learning Communities on instructional strategies and the use of data to differentiate instruction.				\$0.00
21	G3.B1.S1.A6	Provide professional development to language arts / reading teachers on strategies for differentiated instruction.				\$17,198.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle	General Fund		\$25.00
			Notes: Notes: Materials for training - handouts, highlighters, poster paper			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$17,173.50
			Notes: Notes: Salary for Reading Coach - partial cost			
22	G3.B1.S1.A7	Establish and implement school wide writing prompts in language arts to establish a baseline of student performance and track progress in writing throughout the year.				\$0.00
23	G3.B1.S1.A8	Establish a cross-curricular writing team to share writing strategies and ensure common language in writing across all disciplines.				\$0.00
24	G3.B1.S2.A1	Establish guidelines and system for providing ongoing feedback on differentiated instruction to teachers.				\$0.00
25	G3.B1.S2.A2	Create a system to identify demonstration language arts / reading classrooms in the use of the rotational model and differentiated instruction strategies and share this information with the faculty on a regular basis.				\$0.00
26	G3.B1.S2.A3	Provide follow up coaching support to language arts / reading teachers in the use of strategies for differentiated instruction and the rotational model.				\$0.00

27	G4.B1.S1.A1	Establish double block pre-algebra, double block Algebra and intensive math courses to provide support for students in the lowest 25% of math proficiency.				\$0.00
28	G4.B1.S1.A2	Guide math Professional Learning Communities (PLCs) in reviewing and revising their Instructional Focus Calendars to build in time for remediation of our lowest 25% of students and enrichment of our highest 25% of students on key assessed standards.				\$0.00
29	G4.B1.S1.A3	Provide professional development to math teachers in the use of the rotational model of instruction for the double block and intensive math courses.				\$460.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle	General Fund		\$10.00
			Notes: Notes: Materials for training - handouts			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$450.00
			Notes: Notes: Salary cost for Math Coach - 10 hours			
30	G4.B1.S1.A4	Implement use of academic notebooks in all math classes to help students track their individual progress on the standards.				\$0.00
31	G4.B1.S1.A5	Facilitate collaborative discussions in the math Professional Learning Communities on instructional strategies and the use of data to differentiate instruction.				\$0.00
32	G4.B1.S1.A6	Provide professional development to math teachers on strategies for differentiated instruction.				\$17,198.30
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle	General Fund		\$25.00
			Notes: Notes: Materials for training - handouts			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$17,173.30
			Notes: Notes: Salary costs for Math Coach - partial			
33	G4.B1.S2.A1	Establish guidelines and system for providing ongoing feedback on differentiated instruction to teachers.				\$0.00
34	G4.B1.S2.A2	Create a system to identify demonstration math classrooms in the use of the rotational model and differentiated instruction strategies and share this information with the faculty on a regular basis.				\$0.00
35	G4.B1.S2.A3	Provide follow up coaching support to math teachers in the use of strategies for differentiated instruction and the rotational model.				\$0.00
36	G5.B1.S1.A1	Guide science Professional Learning Communities s in reviewing and revising their Instructional Focus Calendars to build in time for remediation of our lowest 25% of students and enrichment of our highest 25% of students on key assessed standards.				\$0.00
37	G5.B1.S1.A2	Implement a system of systematic review of sixth and seventh grade standards in 8th grade courses to prepare students for the FCAT Science Exam.				\$0.00

38	G5.B1.S1.A3	Facilitate collaborative discussions in the science Professional Learning Communities on instructional strategies and the use of data to differentiate instruction.				\$0.00
39	G5.B1.S1.A4	Implement use of academic notebooks in all science classes to help students track their individual progress on the standards.				\$0.00
40	G5.B1.S1.A5	Provide professional development and to science teachers on strategies for differentiated instruction.				\$7,510.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle	General Fund		\$10.00
			Notes: Notes: Materials for training - handouts			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$7,500.00
			Notes: Notes: Salary cost for Learning Specialist - partial cost			
41	G5.B1.S2.A1	Establish guidelines and system for providing ongoing feedback on differentiated instruction to teachers.				\$0.00
42	G5.B1.S2.A2	Create a system to identify demonstration science classrooms in the use of differentiated instruction strategies and share this information with the faculty on a regular basis.				\$0.00
43	G5.B1.S2.A3	Provide follow up coaching support to science teachers in the use of strategies for differentiated instruction.				\$0.00
44	G6.B1.S1.A1	Guide the Civics Professional Learning Community in reviewing and revising their Instructional Focus Calendar to build in time for remediation of the lowest 25% of students and enrichment of the highest 25% of students on key assessed standards.				\$0.00
45	G6.B1.S1.A2	Facilitate collaborative discussions in the civics Professional Learning Community on instructional strategies and the use of data to differentiate instruction.				\$0.00
46	G6.B1.S1.A3	Provide professional development to social studies teachers on strategies for differentiated instruction.				\$7,510.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1763 - Avalon Middle	General Fund		\$10.00
			Notes: Notes: Materials for training - handouts			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$7,500.00
			Notes: Notes: Salary cost for Learning Resource Specialist - partial cost			
47	G6.B1.S1.A4	Implement use of academic notebooks in all civics classes to help students track their individual progress on the standards.				\$0.00
48	G6.B1.S1.A5	Implement use of DBQs (documents based questions) in all civics classes to increase the level of rigor.				\$0.00
49	G6.B1.S2.A1	Establish guidelines and system for providing ongoing feedback on differentiated instruction to teacher.				\$0.00

50	G6.B1.S2.A2	Create a system to identify demonstration social studies classrooms in the use of differentiated instruction strategies and share this information with the faculty on a regular basis.	\$0.00
51	G6.B1.S2.A3	Provide follow up coaching support to social studies teachers in the use of strategies for differentiated instruction.	\$0.00
Total:			\$99,411.80