

Duval County Public Schools

Mandarin Middle School



2016-17 Schoolwide Improvement Plan

Mandarin Middle School

5100 HOOD RD, Jacksonville, FL 32257

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

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	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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 was approved by the Duval County School Board on 11/1/2016.

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	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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 Mandarin Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

As a premier middle school within the Duval County Public School district, the aligned mission of Mandarin Middle School is to provide educational excellence in every classroom, for every student, every day.

b. Provide the school's vision statement.

In keeping with the vision of Duval County Public Schools, Mandarin Middle School's vision statement is "Every student is inspired and prepared for success in high school, college or a career, and life."

2. School Environment

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

Mandarin Middle School is an integral part of the community provides opportunities that appeal to a vast majority of student interests in the areas of athletics, arts and academics. With so many extracurricular activities being offered to students, the school is a hub where students, families and staff gather for numerous after school activities as well as morning clubs and tutoring. In addition, families are frequently invited to evening activities that are facilitated by the faculty throughout the year. The faculty and staff take advantage of these opportunities to increase their understanding of the culture of their students and build lasting relationships. Survey data is utilized to gauge the effectiveness of these interaction with students and families as well as to guide the planning of future opportunities that facilitate the relationship building process.

Mandarin Middle School utilizes a team concept model to build culture and foster relationships. A team consists of approximately 132 students assigned to a core of four teachers teaching Language Arts, Mathematics, Science and Social Studies. By using this method, teachers are able to work together as a team to support their students and develop relationships. Teams meet regularly to discuss their students' progress and develop incentive and recognition plans.

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

Before school, we have security staff (3) who are positioned to monitor students prior to the opening of the building (9:00 am). Once the students enter the building, they report to their house/grade level holding areas where they are supervised by an administrator, dean, security or teacher. Teams within those holding areas have identified areas where students report and wait until time for the team teachers to come and pick them up and escort them to the lockers located near the team academic classrooms.

During the school day, students move throughout the building using identified stairwells that are assigned based on their grade level and house assignment. Adult supervision is provided by teachers, security staff and assistant principals. Within the classrooms, teachers work with students who feel unsafe by talking about their concerns privately. If a student has a concern about his/her safety, they are allowed to go to the student services office to talk with the dean of students. The dean of students investigates all concerns and works closely with the ISSP (In School Suspension) teacher and the peer counseling group to implement a restorative justice program to help students

work out their differences. The students also have full access to their counselors. These counselors are available to talk with students about the concerns/issues that they have both at school and at home. A variety of strategies are provided to the students to help them work through problems which include small group counseling and playgroup counseling. Outside resources including DCF are involved when needed.

After school, we offer an extended day program for students; security monitors campus until 45 minutes after school, ensuring that remaining students have called home.

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.

Mandarin Middle School uses the PBIS program school-wide to ensure that all students are afforded the opportunity to learn in a safe and civil environment. All new teachers are required to attend a two day workshop of CHAMPs so that there is consistency in classroom management. The school also has an active PBIS team that meets monthly to discuss creating a positive school culture, as well as safety and supervision in the common areas. The team consists of teachers, administrators, dean of students and security staff. The school is working to implement a PBIS system through the support of the district office to assist in creating an environment of support for some students who struggle recurrently with behavior. The use of the Restorative Justice program works with student volunteers through the peer counseling classes to teach students how to work through their differences and become more civil to each other. The school also uses the district Code of Student Conduct which was revised this school year to provide consistency and fairness to all students who violate the code of student behavior. Specific consequences have been established to ensure that all students are treated fairly and respectfully. The ISSP program has also been modified to include small group discussions regarding behaviors and making better choices.

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.

As the social and emotional needs of a student must be met in order to ensure students are able to concentrate on classroom instruction, Mandarin Middle School has implemented many services to ensure these needs of our students are met. At its forefront, Mandarin Middle School employs three full time counselors that work with students in individual counseling and small group counseling settings, in addition to classroom guidance lessons. Topics covered in these sessions often relate to, but are not limited to, bullying, stress and anxiety, peer pressure, self-esteem, grief and loss, managing anger, living with a learning disability, and children of divorce. Often counselors work closely with teachers and administrators in order to identify students in need of services, through monthly team meetings and counseling referrals. Additionally, needs assessments are distributed to students in the beginning of the school year, in order to gauge student interest in services provided by the school counseling program. Parents and students can request an appointment with a counselor at any time.

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.

Attendance: All teachers are required to enter their attendance daily, and this requirement is monitored by administrators.

Suspensions: The new code of student conduct spells out for the administration the consequences for violations of the student code of conduct. Interventions are provided through support from classroom teachers, restorative justice programs, mentoring and parent involvement to help decrease instances where a student might be assigned to in school or out of school suspensions. Support for classroom management is provided to teachers who may struggle with some students by having two CHAMPs trained facilitators on staff who can give the teachers additional interventions to help students change their behaviors.

Course Failures: School counselors work closely with teachers to monitor student progress in all academic classes. Progress reports are provided midway through each grading period and are checked by counselors and assistant principals. Students who are struggling are offered additional support through school funds that support tutoring before school in a lab setting. Students who have failing grades at the end of each quarter meet with counselors to discuss plans to improve grades. Parents are contacted and offered support services for the students to help bring up grades through the morning tutoring program. Teachers also use the grade portal to communicate grade concerns with parents. The portal is updated a minimum of once per two weeks but is usually done more often in most classrooms. Comments on the student grades are provided to the parent so that the parent will know what additional support is available. All parents and guardians are given access to the grade portal so that they can monitor grades and attendance of their children.

Level 1 on statewide assessments Reading and/or Math: Students who score below grade level proficiency on Achieve 3000 reading program and iReady math program are enrolled in enrichment courses. The curriculum for these classes is provided by the district to support identified needs of students. Students in ER (Enrichment Reading) use the On the Record program daily to work on reading fluency as well novel discussion in literature circles to improve comprehension. Students in the EM (Enrichment Mathematics) class use the Eureka curriculum that focuses on individual learning paths through an interactive, web-based program. Both of these intervention classes are provided on the days opposite their English Language Arts and Math classes so that the students receive instruction daily in these areas.

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	0	4	3	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	20	18	2	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	88	124	88	0	0	0	0	300

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	35	60	60	0	0	0	0	155

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

Students with attendance problems are referred to the Attendance Intervention Specialist, Ms. Farjian, who will work with the district Social Worker and Truancy Officer to create a plan to support student attendance.

Students who violate the student code of conduct will be counseled by the dean of students and in many cases will be referred to the Restorative Justice Program, led by Ms. Darby. If there is no resolution in restorative justice, students may also be referred to a school counselor.

School counselors have identified all students who previously failed an academic course to ensure that they are scheduled to retake the course through a virtual platform or during the school day at school.

All students who scored below grade level on either Achieve 3000 (Reading) and/or iReady (Math) are monitored by Reading and Math support personnel, faculty, and ongoing assessments are embedded within the above mentioned programs. Data chats are held regularly with the students and among the leadership team to determine if additional support is needed through tier 2 and 3 interventions

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

Attendance at Fall Open House, Parent Nights, and Orientation: Mandarin Middle School provides a variety of opportunities for parents to be involved with the school. Student Orientation was held on in early August to allow students to tour the school, pick up their schedule and textbooks, get lockers and PE uniforms and gather information regarding fee for selected course. This year, we also offered a two day Bridge to Middle School academy that oriented students to middle school life. Attendance for all Orientations was approximately 80% of the student enrollment. Open House was held during the second week of school and gave parents an opportunity to meet teachers and learn about the classroom expectations. During Open House parents were provided with the opportunity to meet their student's teachers by following a traditional bell schedule, where they could meet with both the core and elective teachers. Attendance was approximately 600 people. The Mandarin Middle School PTSA will schedule Parent Nights throughout the school year. An AVID parent night is scheduled for early October, athletic parent nights are scheduled prior to each sport's tryout period to inform parents of team expectations and requirements. The guidance office will schedule an 8th grade parent night in mid January to discuss transition to high school. Mandarin also offers a transition to middle school night during the spring, as well as tours for incoming fifth graders.

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.

Mandarin Middle School has a variety of business partners who support the school in many ways. Some businesses provide monetary support through donations of funds or materials. Other partners provide opportunities for the various clubs and organizations to raise funds on their properties such as Mandarin Middle School night where customers can request that a portion of their bill be provided to the school.

Many of these are done to support the Band, Chorus, and AVID programs. Faith-based organizations are also involved in the school through serving on the School Advisory Council and providing facilities for school meetings and emergency evacuations. The Mandarin Public Library serves as a partner to support the students reading through membership drives and by serving on the School Advisory Council.

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
Alexandria Marx, Tonya	Principal
Bishop, Lori	Teacher, K-12
Kern, Jon	Teacher, K-12
Powell, Kyle	Dean
Bell, Michelle	Assistant Principal
Westberry, Lori	Assistant Principal
Levin, Lori	Teacher, K-12
Sexton, Jan	Teacher, K-12
Albury, Brenda	Instructional Coach
Beaman, Clifford	Teacher, K-12
Clyne, Christina	Teacher, ESE
Morgan, Maxine	Teacher, K-12
Dye, John	Teacher, K-12
Shmumes, Ross	Teacher, K-12
Seager, Donna	Teacher, K-12
Goldberg, Brett	Teacher, K-12
Schaeffer, Lindsay	Teacher, K-12

b. Duties

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

The school's Leadership Team leads the faculty in a review of the data and, with input from the school's instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The school's Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team meets regularly to revise and update the plan as the needs of the students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used the plan to inform instruction and make midcourse adjustments as data is analyzed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, and who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition to the oversight work of the team, other building instructional teams (such as grade level teams, and or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/ universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student needs
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps.

For the most intensive interventions at Tier 3, the current Multi-disciplinary Team (MRT) structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

Mandarin Middle School does not receive any additional funds besides those provided through the staff allocation budget plan. Funding is provided for supplies to be used for instruction. Supplies include basic classroom consumable supplies.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lori Bishop	Teacher
Monique Thompson	Parent
Lynn Baldwin	Business/Community
Vanna Parks	Education Support Employee
Bill Winton	Business/Community
Tammy Castro	Parent
Mattie Davis	Parent
Tonya Alexandria Marx	Principal
Cameron Stewart	Business/Community
Kayla Gothier	Parent
Angie Hamilton	Parent
Lindsay Schaeffer	Education Support Employee
Monique Thompson	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

Members of the SAC met on September 12, 2016 to look at the School Improvement Plan to review goals of the current and new plan. Specific budget items will be discussed when current year funds arrive, but we anticipate utilizing these funds for increased community engagement, such as literacy and parent education events, as well as supporting resources for our school academic and cultural programs.

b. Development of this school improvement plan

Members of the SAC met on September 12, 2016 to give feedback on areas of concern for the 2016-2017 school year. SAC committee felt the main goals were for the right direction for getting the school back to an "A." Committee would like to see updates on progress of the main goals periodically throughout the year. Committee will review funding allocations as funds become available.

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

The school's annual budget is provided by the school district. The school's responsibility in the budget is to determine how to use the staffing positions allocated to support the instructional needs of the students. The number of instructional teams are determined by dividing the total enrollment at each grade level by 132 students. Elective positions are identified based on the student elective requests which are completed in the spring of each school year. The allocated money in the budget plan supports the purchase of materials and supplies. This allocation covers classroom supplies, printers and toners, copier contracts and various items needed to replace old/broken items such as marker boards, student desks and instructional technology items.

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

During the 2015-2016 school year, the school was allocated \$5416 in school improvement funds. The funds were used to purchase student laptops to be used to support student enrichment through Reading, Math and Language Arts courses. Additionally, students were given access to use laptops before and after school to practice curriculum based objectives and skills. Remaining funds also supported training expenses for AVID teachers.

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
Bell, Michelle	Assistant Principal
Bishop, Lori	Teacher, K-12
Kern, Jon	Teacher, K-12
McClung, Amy	Teacher, K-12
Albury, Brenda	Teacher, K-12
Schaeffer, Lindsay	Teacher, K-12
Viola, Robert	Teacher, K-12
Dye, John	Teacher, K-12

b. Duties

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

The major initiatives for the LLT this year is to ensure that all students are reading, discussing and writing about rigorous, relevant, content-appropriate text at or above their reading level across the curriculum. Those students who struggle with grade level text during whole group instruction will be provided scaffolding through metacognitive strategies and reading strategies during small group instruction so as to enable them to decipher meaning from content text. The instructional coach will provide professional development through content area PLC's, modeling and or conferencing regarding implementation of metacognitive strategies and reading strategies.

In an effort to facilitate gains with our lower quartile students our reading teachers will analyze data from several assessments. The assessments used will be applicable to the reading course for which the students is assigned. These assessments include: GRADE, DAR, Achieve3000, iLit Benchmark test, and the FSA. Teachers with the assistance of the Instructional Coach will disaggregate data so as to group students in an effort to target deficiencies. Once the students' deficient skills have been identified, a plan for intentional instruction in small groups can be developed.

The Language Arts teachers will implement the new Houghton Mifflin Harcourt Collections, language arts program. Each Collection provides streamlined print components, robust digital resources, and a comprehensive approach to rigorous state standards in an effort to engage all levels of learners. The embedded formative and summative assessments in Collections set clear learning goals for students and requires them to take responsibility for their own learning. Language Arts teachers will be able to utilize these formative and summative assessments to provide targeted intentional instruction during teacher-led rotation.

The LLT facilitates and supports schoolwide literacy with various endeavors which include but not limited to:

- * Schoolwide Book Club
- * The Principal's 25 Book Challenge
- * Literacy Week: January 23-27th, 2017
- * The Duval County Spelling Bee, January 19th, 2017
- * Author Visit

These events are designed create a culture of literacy at Mandarin Middle School so to inspire students to become lifelong readers.

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.

The curriculum schedule was developed and established to support instructional common planning for all academic departments (ELA/Reading, Math, Science and Social Studies). During the designated common planning time, teachers work in collaborative groups to review and analyze the upcoming instructional scope and sequence; with deep reflection and analysis of student achievement data. Additionally, teachers create lesson plans that emphasize standards based instruction, student rigor, student engagement as well as opportunities for student advocacy within the learning process. In order to continue support working relationships between teachers, the administrative team collaborates with instructional staff during common planning and professional learning community training sessions, to assist teachers with reflection and provide learning opportunities that are focused on high yield teaching methods. Moreover, to foster positive working relationships that are centered on instruction and student achievement, we have implemented opportunities for teachers to work together to highlight student successes (academically, behaviorally and in extra – curricular activities) in various methods, such as through the Duval Daily, Good News Ambassadors, Hawk Talk, Honor Roll and Student of the Month. Finally, to build bonds between teachers, there is a social committee in place which plans events throughout the school year that allow staff and faculty chance to fellowship with one another outside of the school setting.

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

The Principal works with the administrators and members of the Leadership Team to hire highly qualified teachers as positions become available. There is very little turnover of staff. This is mostly due to the success of the school and an effort to maintain an invested, nurturing culture. Teachers are provided with a large variety of resources to support instruction. The school Professional Development Facilitator serves as the facilitator for teachers new to teaching by working with the teachers through the district new teacher program. Mentors are assigned to support new teachers in both content and teaching pedagogy. Regular meetings are held to support new teachers with training and working to create and implement their Individual Professional Development Plans. Teachers and School Counselors are afforded the opportunity to further their knowledge of teaching through a variety of professional development opportunities. Some include AVID strategies, Reading Endorsement, Counseling, Mentoring and areas specific to academic content.

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

All teachers new to teaching are assigned a mentor for their first two to three years. Mentors are selected based on having the required Clinical Educator Training (CET) and their content area certification. Every effort is made to provide a mentor who is teaching in a similar content area in order to provide support with content and pedagogy. Veteran teachers who are new to the school are assigned to a buddy who is also CET trained who will support the teacher as he/she gets comfortable in the new school.

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.

Mandarin Middle School utilizes the district curriculum in all classes for which it is provided and the state assigned curriculum through CPALMS in all other cases. District curriculum is directly aligned to the New Florida Standards. Administrators at the school level clearly set expectations with all

teachers from day one of fidelity to the aligned, approved curriculum, provide training opportunities on the curriculum. Administration regularly monitors classroom instruction, common planning sessions, and lesson plans.

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.

At the beginning of each school year, teachers administer a district baseline assessment for any subject that is not tested by the state. The baseline tests provide data on every standard that is taught in each course. That data from these baselines as well as state assessments is accessible to all teachers through the Performance Matters program, and it identifies students who have or who are lacking prior knowledge on each standard. Teachers can use the data to provide each class period and each student with the specific standards based instruction that they need.

Teachers also use strategic common assessment throughout the year to assess students' mastery of the standards as they are taught. Additionally, the ELA/Reading Department administers the Achieve3000 Level Set test to determine the Lexile reading level of all students. The Level Set data allows for non-fiction reading articles to be delivered online to each student at their individual reading level. The students' reading levels are reviewed and adjusted on a monthly basis to allow for student progress. In addition, all students who are enrolled in Intensive Reading are given the Diagnostic Assessment of Reading (DAR) to test the five areas of reading. This allows ELA/Reading teachers to target a student's deficient reading areas. DAR data is also used to provide specific support using the Individualized Trial Teaching Strategies (TTS) available online through the DAR.

Weekly, each grade level content PLC meets with administration and/or applicable coach for a common planning session, during which time they plan units and lessons according to the district curriculum and salient data points. Students who are determined to need interventions are recommended for morning tutoring, and/or additional support. Support personnel work closely with school counselors to determine which students need which level of interventions: pull outs, push ins, subject-specific tutoring, or home learning assistance, for example.

Weekly instructional leadership team meetings also provide guidance through data analysis and reflection to determine next steps in each content area as well as necessary support for teachers to improve practice and increase student achievement, especially in the area of teacher-led groups based on data.

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: Before School Program

Minutes added to school year: 16,110

Mandarin Middle School provides students with the opportunity to participate in a Before School Extended Day program. The Before School Extended Day Program provides a warm, caring environment beyond school hours where students have the opportunity to get homework assistance and interact in a variety of fun activities with school friends. Reading is strongly encouraged when not doing homework. This program is a fee based program that provides the students with homework assistance and enrichment opportunities that include art and physical activities, puzzles, computer, video and board games exploration. Certified teachers work with students to help in academic core subjects and supporting staff provide enrichment activities that help develop the whole child. Students focus on teamwork and sportsmanship along with playing with others during enrichment activities.

Strategy Rationale

Many students do not have support at home when it comes to homework. Before School Extended Day program provides students with a quiet place to study and enrichment activities allowing student's the opportunity to learn teamwork and sportsmanship. Certified teachers support academic content. Computer access is available for students who do not have computers and internet at home. It also provides a safe environment to students who do not have appropriate adult supervision at home in the mornings.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Alexandria Marx, Tonya, marxt@duvalschools.org

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

Attendance data is collected and is used to compare school daily attendance with those students who are not involved in the before school program. Quarterly grades and GPA are analyzed to determine if the program helps students to maintain or increase overall school performance.

Strategy: After School Program

Minutes added to school year: 16,110

Mandarin Middle School provides students with the opportunity to participate in an After School Extended Day program. The After School Extended Day Program provides a warm, caring environment beyond school hours where students have the opportunity to get homework assistance and interact in a variety of fun activities with school friends. Reading is strongly encouraged when not doing homework. This program is a fee based program that provides the students with homework assistance and enrichment opportunities that include art and physical activities, puzzles, computer, video and board games exploration. Certified teachers work with students to help in academic core subjects and supporting staff provide enrichment activities that help develop the whole child. Students focus on teamwork and sportsmanship along with playing with others during enrichment activities.

Strategy Rationale

Many students need a safe place to stay after school until appropriate adult supervision is available at home. Students have an opportunity to unwind from a long day of school work and enjoy each other. They also may choose to complete homework, read a book or work on computer projects. For many students, this program provides the only opportunity to meet new friends and feel like they belong at the school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Attendance data is collected and is used to compare school daily attendance with those students who are not involved in the after school program. Quarterly grades and GPA are analyzed to determine if the program helps students to maintain or increase overall school performance.

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.

Every year in the Spring, Mandarin Middle School gives 5th grade students the opportunity to tour Mandarin Middle and are given information about special programs and electives. Also, in April and May the school counselors visit the three feeder schools which are Mandarin Oaks Elementary , Loretto Elementary, and Crown Point Elementary . The counselors discuss with the students the different electives that are offered at Mandarin Middle and are encouraged to complete the elective form and return it to their teacher. The counselors visit the schools with Avid, chorus, and our band. In August before school starts the incoming 6th graders attend the 6th Grade Academy. This is held over a three day period. The students participate in a "get to know" you activity in the cafeteria and are given their schedules. Also, the students are given their i.d.'s and lockers. The students then have to learn how to use the combination lock and learn about the 90 minute A day/B day schedule. When the 6th graders begin school, their counselor goes into the class and introduces themselves and explains to them why we are here for them. Also, the counselor provides Study and Organizational

Skills to the students in their World History classes.

In early January, an 8th grade Parent Night is scheduled to discuss with the 8th grade students and their parents the options that exist for high school. The Mandarin Middle counselors team up with the high school counselors from various schools. The high school counselors discuss the different programs that they offer to the students. For example, acceleration programs are discussed, career academics, ROTC, AICE, and Early College Program. Also, we discuss Bright Futures, EOCs for middle school courses and high school courses taken at middle school. The counselors discuss with the parents the importance of the 12 credits needed to be promoted to the 9th grade and the state mandates for career education. This requires the completion of the Kuder assessment using My Career Shines and the completion of the Four Year High School Plan which is done through their U.S. History class. It is important to have a high attendance of parents and their 8th grade student. If parents RSVP to the Parent Night, they are given a special envelope with their child's academic record as well as many flyers to help the 8th grade student and parent make the best decision for high school.

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.

All students in the 8th grade will complete a unit on college and career planning. The school counselors will work with the social studies teachers to have these units completed prior to the end of March so that the students can meet with the high school counselors to plan their high school course selections. The school offers the AVID college preparation program to all students in grades 6 through 8. Students explore college and career choices through college visits, field trips to local businesses and guest speakers to discuss college and career opportunities. A career fair is conducted every year in the early spring as a project through the social studies department. Representative from local companies meet with 8th grade students to discuss career options and what credentials are needed to work in the various industries.

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

The school provides elective courses that allow students to see the connections between academics and their futures. Courses include 2D and 3D art, music including Band, Chorus and Piano Keyboarding, CTE courses for computer applications and Television Production. Academic electives include Spanish, Chinese, French, and AVID.

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

The AVID program is designed to help students prepare for post-secondary educational opportunities. Students in this program are required to take advanced courses that will prepare them for the higher level courses that are required to meet the entry requirements for admissions. Students also learn about the entry exams including ACT and SAT. High school courses are offered in the areas of mathematics (Algebra and Geometry), Physical Science and Spanish. Mandarin Middle School works closely with Mandarin High School to provide program continuity with the Television Production program. Students who participate in this program have an opportunity to continue in the same program as they transition to high school.

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.

Mandarin Middle School is working to assist students as they move from middle school to high school and to post-secondary opportunities. In order to support the efforts of our feeder high school,

Mandarin High, MMS provides opportunities for students to take high school Algebra, Geometry, Physical Science, Biology, French 1 and Spanish 1 courses while at middle school. Additionally, MMS will continue to provide support to ensure that the students taking the Algebra course also pass the state EOC in Algebra. This will allow students to meet the graduation requirement while still in middle school. MMS also supports the high school by working with students in the AVID program to prepare them to take the college placement tests. AVID students participate in the ACT explore program which allows students the opportunity to take a version of the ACT to help identify their strengths and areas where improvement may be needed. The AVID students also take honors level courses which will also help to prepare them for the dual enrollment and advanced placement courses which will in turn award college credit while in high school. Students in the honors level courses at MMS are also preparing for the rigorous dual enrollment and advanced placement courses offered at the high school level. All 7th grade students will participate in the PSAT 8/9 administration in October to establish a baseline for college readiness.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Mandarin Middle implements a schoolwide system for socio-emotional wellness that includes increased stakeholder involvement, then our school climate and culture will improve as evidenced by greater survey participation and satisfaction.
- G2.** If we improve teacher efficacy and increase the level of rigorous and engaging instruction, then student learning gains (including bottom quartile gains), will increase by 2% in all core subject areas.

Strategic Goals Detail

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

G1. If Mandarin Middle implements a schoolwide system for socio-emotional wellness that includes increased stakeholder involvement, then our school climate and culture will improve as evidenced by greater survey participation and satisfaction. 1a

G086480

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	20.0
School Climate Survey - Student	90.0
School Climate Survey - Staff	90.0

Targeted Barriers to Achieving the Goal 3

- Motivating stakeholders to continue and deepen their involvement with school events and activities throughout the year
- Funding to provide incentives and programs for parents and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School website
- Peachjar
- Opportunities for parent involvement through SAC, PTA, and numerous volunteer positions
- Existing business and community partnerships
- Weekly use of parent link communication system to keep parents informed of events and activities

Plan to Monitor Progress Toward G1. 8

Attendance and engagement at school events will be continually monitored as events occur.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Agendas and sign in sheets

G2. If we improve teacher efficacy and increase the level of rigorous and engaging instruction, then student learning gains (including bottom quartile gains), will increase by 2% in all core subject areas. 1a

G086481

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	61.0
FCAT 2.0 Science Proficiency	60.0
Civics EOC Pass	76.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	95.0
Math Gains	57.0
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Classroom Management
- Teacher lack of understanding how to implement data-driven, differentiated instruction that meets varying student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Intervention Team
- Content Area Reading Coach
- Student and Teacher Recognition opportunities
- Core subject area: class set of laptops
- Subject area Professional Learning Communities
- Grade Level Professional Learning Communities

Plan to Monitor Progress Toward G2. 8

Formal and informal observations and calibrations by leadership team

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Teacher survey data, discipline data, walkthrough and CAST data

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. If Mandarin Middle implements a schoolwide system for socio-emotional wellness that includes increased stakeholder involvement, then our school climate and culture will improve as evidenced by greater survey participation and satisfaction. **1**

 G086480

G1.B1 Motivating stakeholders to continue and deepen their involvement with school events and activities throughout the year **2**

 B229805

G1.B1.S1 Families will be provided with dinner and other incentives to encourage attendance at early evening events held at the school. **4**

 S242459

Strategy Rationale

Parents are often overwhelmed with responsibilities and lack of time to attend events at school. Providing timely communication about events, dinner for families, and motivational, relevant programs coupled with incentives will ease the family time burden and increase attendance at events.

Action Step 1 **5**

In order to increase participation of parents and families, timely communication and promotion will be provided about events via all available avenues.

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Increased attendance and involvement at school events

Action Step 2 **5**

Community partners will be contacted and asked to help provide food or donations to be used for motivational purposes and school family events.

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Donation invitations, donation logs, volunteer logs

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

Monitor the responsiveness and attendance levels at school events

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

participant sign in sheets and post-event participation surveys

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

Successful implementation will produce parents who are more fully engaged in their child's educational process. Data will be collected after school events and activities to see if greater shareholder involvement has been achieved.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 9/1/2016 to 6/2/2017


Evidence of Completion

parent feedback, surveys, parent sign in sheets,

G1.B2 Funding to provide incentives and programs for parents and students. **2**

 B229806

G1.B2.S1 Increase business and community partnerships and use available funding to provide incentives. **4**

 S242460

Strategy Rationale

Parents need to feel less burdened and positively rewarded for their involvement.

Action Step 1 **5**

Contact business partners for funding to provide incentives for school family events and parent involvement.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Donations provided by business partners

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

Donations will be sought from business and community partners

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Records of funds and donations

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

Records of donations and business partnerships will be kept from year to year

Person Responsible

Tonya Alexandria Marx


Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

If the plan is effective, there will be an increase in partnerships and donations

G2. If we improve teacher efficacy and increase the level of rigorous and engaging instruction, then student learning gains (including bottom quartile gains), will increase by 2% in all core subject areas. **1**

 G086481

G2.B1 Classroom Management **2**

 B229807

G2.B1.S1 Informal, Formal, and walkthrough observations of classroom instruction. **4**

 S242461

Strategy Rationale

Administration will provide feedback to teachers as needed to help improve classroom management. Novice teachers will learn new strategies through feedback to implement in their classrooms.

Action Step 1 **5**

Work with administration team to create a cycle of classroom observation and walkthroughs to provide feedback to teachers as needed.

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

CAST observation rubric data, walkthrough data, and district specialist feedback data that indicates high levels of teacher efficacy including fidelity to curriculum, use of data, teacher led-small groups, student-centered instruction, and increased student mastery of content.

Action Step 2 **5**

Provide teachers with professional development and resources to implement effective classroom management strategies

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Decrease in discipline referrals and increased instructional time

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

Conduct monthly checks with administration to ensure observations and feedback are on schedule.

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Classroom walkthrough feedback forms, lesson plans, coaching feedback forms

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

Monitoring classroom management for improvement and implementation of new strategies by novice teachers.

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Observations, walk throughs, post conferences

G2.B2 Teacher lack of understanding how to implement data-driven, differentiated instruction that meets varying student needs **2**

 B229808

G2.B2.S1 Professional development and regular facilitation of planning time that includes data chats, lesson development, and modeling **4**

 S242462

Strategy Rationale

If teachers understand how to meet the needs of varying learners, then all learners will benefit academically

Action Step 1 **5**

The leadership team will collaborate with teachers on how to use data to create and deliver differentiated instruction that addresses the needs of all student learning levels

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Increased learning gains, including bottom quartile gains; increased use of data chats and teacher-led small groups in classrooms

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

Classroom walkthroughs, participation in early release professional development, facilitation of common planning

Person Responsible

Tonya Alexandria Marx

Schedule

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

Evidence of Completion

Observation logs, common planning agenda, lesson plans, data tracking

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

Classroom observations, discussions with students, analysis of formative and summative data

Person Responsible

Tonya Alexandria Marx
















Schedule

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

Evidence of Completion

Formative data results, lesson plans, student work

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.MA1  M324136	Attendance and engagement at school events will be continually monitored as events occur.	Alexandria Marx, Tonya	9/1/2016	Agendas and sign in sheets	6/2/2017 quarterly
G2.MA1  M324141	Formal and informal observations and calibrations by leadership team	Alexandria Marx, Tonya	8/22/2016	Teacher survey data, discipline data, walkthrough and CAST data	6/2/2017 weekly
G1.B1.S1.MA1  M324132	Successful implementation will produce parents who are in more fully engaged in their child's...	Alexandria Marx, Tonya	9/1/2016	parent feedback, surveys, parent sign in sheets,	6/2/2017 quarterly
G1.B1.S1.MA1  M324133	Monitor the responsiveness and attendance levels at school events	Alexandria Marx, Tonya	9/1/2016	participant sign in sheets and post-event participation surveys	6/2/2017 quarterly
G1.B1.S1.A1  A313806	In order to increase participation of parents and families, timely communication and promotion will...	Alexandria Marx, Tonya	8/15/2016	Increased attendance and involvement at school events	6/2/2017 quarterly
G1.B1.S1.A2  A313807	Community partners will be contacted and asked to help provide food or donations to be used for...	Alexandria Marx, Tonya	8/15/2016	Donation invitations, donation logs, volunteer logs	6/2/2017 quarterly
G1.B2.S1.MA1  M324134	Records of donations and business partnerships will be kept from year to year	Alexandria Marx, Tonya	9/1/2016	If the plan is effective, there will be an increase in partnerships and donations	6/2/2017 quarterly
G1.B2.S1.MA1  M324135	Donations will be sought from business and community partners	Alexandria Marx, Tonya	9/1/2016	Records of funds and donations	6/2/2017 quarterly
G1.B2.S1.A1  A313808	Contact business partners for funding to provide incentives for school family events and parent...	Alexandria Marx, Tonya	9/1/2016	Donations provided by business partners	6/2/2017 quarterly
G2.B1.S1.MA1  M324137	Monitoring classroom management for improvement and implementation of new strategies by novice...	Alexandria Marx, Tonya	8/22/2016	Observations, walk throughs, post conferences	6/2/2017 weekly
G2.B1.S1.MA1  M324138	Conduct monthly checks with administration to ensure observations and feedback are on schedule.	Alexandria Marx, Tonya	8/22/2016	Classroom walkthrough feedback forms, lesson plans, coaching feedback forms	6/2/2017 monthly
G2.B1.S1.A1  A313809	Work with administration team to create a cycle of classroom observation and walkthroughs to...	Alexandria Marx, Tonya	8/22/2016	CAST observation rubric data, walkthrough data, and district specialist feedback data that indicates high levels of teacher efficacy including fidelity to curriculum, use of data, teacher led-small groups, student-centered instruction, and increased student mastery of content.	6/2/2017 monthly
G2.B1.S1.A2  A313810	Provide teachers with professional development and resources to implement effective classroom...	Alexandria Marx, Tonya	9/1/2016	Decrease in discipline referrals and increased instructional time	6/2/2017 monthly
G2.B2.S1.MA1  M324139	Classroom observations, discussions with students, analysis of formative and summative data	Alexandria Marx, Tonya	8/22/2016	Formative data results, lesson plans, student work	6/2/2017 monthly
G2.B2.S1.MA1  M324140	Classroom walkthroughs, participation in early release professional development, facilitation of...	Alexandria Marx, Tonya	8/22/2016	Observation logs, common planning agenda, lesson plans, data tracking	6/2/2017 weekly
G2.B2.S1.A1  A313811	The leadership team will collaborate with teachers on how to use data to create and deliver...	Alexandria Marx, Tonya	8/22/2016	Increased learning gains, including bottom quartile gains; increased use of data chats and teacher-led small groups in classrooms	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. If we improve teacher efficacy and increase the level of rigorous and engaging instruction, then student learning gains (including bottom quartile gains), will increase by 2% in all core subject areas.

G2.B1 Classroom Management

G2.B1.S1 Informal, Formal, and walkthrough observations of classroom instruction.

PD Opportunity 1

Work with administration team to create a cycle of classroom observation and walkthroughs to provide feedback to teachers as needed.

Facilitator

Reading coach, Assistant Principals, Principal, department heads

Participants

All teachers

Schedule

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

PD Opportunity 2

Provide teachers with professional development and resources to implement effective classroom management strategies

Facilitator

Participants

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G2.B2 Teacher lack of understanding how to implement data-driven, differentiated instruction that meets varying student needs

G2.B2.S1 Professional development and regular facilitation of planning time that includes data chats, lesson development, and modeling

PD Opportunity 1

The leadership team will collaborate with teachers on how to use data to create and deliver differentiated instruction that addresses the needs of all student learning levels

Facilitator

Leadership team, district specialists, coach

Participants

core content area teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	In order to increase participation of parents and families, timely communication and promotion will be provided about events via all available avenues.				\$0.00
2	G1.B1.S1.A2	Community partners will be contacted and asked to help provide food or donations to be used for motivational purposes and school family events.				\$0.00
3	G1.B2.S1.A1	Contact business partners for funding to provide incentives for school family events and parent involvement.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2591 - Mandarin Middle School	School Improvement Funds		\$2,000.00
4	G2.B1.S1.A1	Work with administration team to create a cycle of classroom observation and walkthroughs to provide feedback to teachers as needed.				\$0.00
5	G2.B1.S1.A2	Provide teachers with professional development and resources to implement effective classroom management strategies				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2591 - Mandarin Middle School	School Improvement Funds		\$1,000.00
6	G2.B2.S1.A1	The leadership team will collaborate with teachers on how to use data to create and deliver differentiated instruction that addresses the needs of all student learning levels				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2591 - Mandarin Middle School	School Improvement Funds		\$1,000.00
			Notes: Notes			
Total:						\$4,000.00