Julia Landon College Preparatory & Leadership Development School

2016-17 Schoolwide Improvement Plan

Julia Landon College Preparatory & Leadership Development School

1819 THACKER AVE, Jacksonville, FL 32207

http://www.duvalschools.org/landon

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	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2015-16	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 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

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 Julia Landon College Preparatory & Leadership Development 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.

Our vision at Julia Landon College Preparatory and Leadership Development School is to create college bound students with a deep commitment to public service and a true understanding of their leadership skills within the global community.

b. Provide the school's vision statement.

Our vision at Julia Landon College Preparatory and Leadership Development School is to create college bound students with a deep commitment to public service and a true understanding of their leadership skills within the global community.

2. School Environment

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

Each year students complete a Gallup interest and climate survey. This survey informs teachers, administrators and staff of how students perceive the school environment. The survey information allows the school to learn about students' cultures. The school organizes multiple events to provide opportunities for teachers and students to interact outside of the classroom in order to build relationships. Students and families are given opportunities to participate in field trips that expose students to hands on educational experiences that are aligned to the comprehensive curriculum. World of Nations is an annual field trip sixth grade students attend. This field trip allows students to be immersed in various cultural activities. Seventh grade students participate in a two day overnight field trip at Driftwood in St. Simons' Island, GA in October. The eighth grade students are able to participate in a four to five day college field trip in January to tour multiple colleges and universities throughout Florida and in the southern region of the United States. Parents are invited to attend each field trip to serve as chaperones.

With only 771 students, there is a great deal of opportunity for each faculty and staff member to create lasting bonds with students and parents. Students are given a great deal of individualized attention. Families are encouraged to participate in many school-related events and it is a common occurrence for multiple siblings, cousins and family members to move through their middle school journey at Julia Landon.

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

Julia Landon creates an environment where students feel safe and respected. Before school begins, students are able to arrive to school 40 minutes early. Students are greeted every morning by familiar faces including the principal, assistant principals, security guards, teachers, and counselors. The students are assigned morning waiting areas according to each grade level. Sixth grade students wait in the gymnasium. Seventh grade students wait in the cafeteria. Eighth grade students wait in the auditorium. Each waiting area is supervised by teachers, counselors and administrators. During the time in each waiting area students are able to socialize with their peers, study, as well as access the school counselors and administrators with questions and concerns. The students are also able to utilize the computer lab before school begins to work on class assignments. The school believes it is important to provide a safe area for all students in the mornings before school begins. During the

school day, the school Julia Landon staff members ensure that all doors are locked and gates are secure. All students and staff members wear identification cards daily. The students are aware of the safety procedures for the school and willingly follow the procedures. Teachers work to build classroom environments of high levels of respect and rapport by modeling respectful behaviors. Julia Landon works to ensure all students are supervised during school dismissal and during after school activities. The principal and assistant principals monitor the bus loading zone and car loading zone. The after school community education program is available for parents to enroll their students to ensure students have access to academic tools, tutoring opportunities and supervision after school until 5:30 p.m.The high supervision of adults after school support a safe and respectful environment for all students. Fire drills and classroom safety searches are scheduled monthly. Code Red Drills and Evacuation Drills are practiced by the faculty and students in efforts to depict foreseen circumstances requiring a coordinated response with the goal of maintaining student and staff safety.

The leadership, faculty and staff prides themselves in maintaining a highly organized and structured environment with low student behavioral incident numbers, high levels of safety and ongoing, frequent methods of communication among and between all school stakeholders. The Julia Landon Emergency Management Plan may be found at http://dcps.duvalschools.org/landon.

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.

Julia Landon has grade level behavioral systems in place that aid in minimizing distractions to keep students engaged during instructional time. Clear behavioral expectations are established for students. Positive Behavioral Interventions and Supports are also established for students to redirect and change negative behaviors. Efforts are being made to work with students and faculty to shift from a traditional approach of discipline and consequences to a restorative approach. The restorative approach involves practices to support the improvement of problem solving skills and strengthening positive social-emotional behaviors. Support circles, peer mediation, student accountability board, and family conferencing are multi-tiered interventions used to improve student interactions and to maximize instructional time. The Julia Landon Positive Behavior and Intervention Support (PBIS) plan may be found at http://dcps.duvalschools.org/landon.

The school has adopted new Leading Lions' Guidelines for Success. These guidelines set clear expectations for students through character building traits. Julia Landon uses the acronym of L.I.O.N.S. (Leadership, Integrity, Ownership, Noble, Stewardship) to help student remember how to promote a positive learning environment.

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.

Julia Landon has two school counselors that are available for all students.The counselors present and explain individual yearly goals to the administrator, staff, and other stakeholders each year during a School Counselor Advisory Meeting. The counselors goals are planned using student discipline data, attendance data and academic data. The counselors work towards meeting their goals throughout the school year and make adjustments to goals based on input and social-emotional needs of the students. The school counselors work to build high levels of rapport with the students. The students are able to meet with the school counselors upon request. The counselors are organized with managing student needs, questions, and difficult situations while maintaining a high level of trust and respect. The counselors ensure that students adhere to a standard of behavior not only within one on one counseling interactions, but also within class, and group interactions. The school counselors also evaluate the alignment of the counseling services with both the Duval County School Counseling Plan and Florida's School Counseling Framework to ensure the social-emotional

needs of students are being met.

Julia Landon and Southside Baptist Church have formed a strong partnership to continue to strengthen our school Mentoring Program. Students who have attendance, academic, and social-emotional needs are paired with mentors. The mentors assist the students with building confidence, learning how to behave in social settings, learning conversational techniques through one on one interaction, and even learning better study habits. The mentors meet with their mentees (Julia Landon students) on a monthly basis. The mentoring program provides students with access to another adult to assist them with coping with the demands of middle school and personal challenges.

Other programs and clubs are available for students to receive support from their peers and their teachers. Clubs including Best Buddies and Girl Talk focus on the social and emotional needs. A restorative practices class and peer mediation class is also offered as an elective at Julia Landon. In this class, students learn about problem solving strategies and peer mediation. The students are trained as peer mediators and are available to support their fellow peers with problem solving. The Julia Landon athletic program has developed Guidelines for Success that emphasize P.R.I.D.E. (Perseverance, Respect, Integrity, Determination and Encouragement) as desired character traits for student athletes. The program also has a mentoring program with the student athletes. Experienced student athletes are paired with students who are beginning athletes for football, volleyball, basketball, soccer, baseball, swimming and softball sports' seasons. The athletic mentors model and encourage leadership, sportsmanship and build a capacity of excellence within the athletic program. The mentors have been challenged to encourage their mentees both on and off the field or court.

Students enrolled in rigorous curriculum programs are often exposed to a great deal of stress. The leadership at Julia Landon believes in balancing high expectations with a great deal of support and compassion for students and their families. An open-door policy and accessibility from the principal down is the experience desired for all stakeholders.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

Julia Landon has organized an Academic Review Committee to work collaboratively in providing students with support who display the following early warning indicators: attendance below 90 percent, grade point average below a 2.0 at the end of each quarter, one or more suspensions, course failure in English Language Arts or Mathematics, and/or a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics. The Academic Review Committee meets after each quarter reports cards are issued to determine appropriate interventions to work with students and parents to raise grades and/or attendance.

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	5	2	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	7	5	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	1	4	2	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	12	7	6	0	0	0	0	25

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	0	4	0	0	0	0	0	4

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

The Academic Review Committee will meet with students quarterly who have been identified by the early warning system. The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include facilitating a conference with the parent, student, a teacher, school counselor, truancy officer (if needed for attendance). During the conference, the students' quarterly grades will be reviewed in each of the four content area courses: English Language Arts, Mathematics, Science and Social Studies. Student data will also be reviewed during the quarterly conferences. The parents, students and teachers will each develop three goals to improve academic performance. Grades, and academic progress will be monitored during the subsequent academic quarters.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

The principal uses the school messenger/autocall system to communicate on a weekly basis with parents. An autocall will be sent directly from the principal each Sunday evening that includes reminders, notification of events and important dates and continual suggestions of various ways in which parents can become more involved.
Parents are invited to sign up for text messages from the principal to stay informed of important upcoming events and deadlines.
Every teacher at Julia Landon maintain blogs to keep students and parents informed of resources and assignments throughout the school year. Teachers enter grades on a central grading portal within 10 days of receiving assignments. Parents have direct access to this portal allowing them to stay well-informed of the progress of their child.
Parents receive a monthly parent newsletter by the last day of each month. The newsletter holds multiple messages for parents in addition to one faculty member highlight, suggestions on how to best support a middle school student and contact information for multiple people at the school.
Julia Landon promotes active participation of the principal and assistant principals at each PTSA Board Meeting and each monthly SAC meeting. These groups will be provided with multiple sources of data and information, opportunities to share opinions and suggestions and support in the work they do to support our school and our students. Both the SAC and PTSA Board will be encouraged to take a more active role during magnet recruitment season, serving as faces and voices of Julia Landon parents for potential families and students.

The principal holds monthly parent forums through a program called Fridays with Feagins where parents have the opportunity to meet with the school principal to discuss various topics.

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.

Throughout the school year the Julia Landon Leadership team and PTSA collaborates with various stakeholders in the local community for the purpose of securing and utilizing resources to support the school and student achievement. The Julia Landon PTSA works strategically to communicate the vision of Julia Landon to invite businesses in the Jacksonville community to become business partners of Julia Landon. Regular communication is imperative to build stronger, sustaining partnerships with the local community. By providing the local community with a calendar of school events, testing windows and the beginning and ending of academic quarters, the community is able to determine ways they can contribute and/or participate in supporting the school. The Principal and Assistant Principal regularly attend community meetings to thank the community for their donations and support to Julia Landon.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Feagins, Timothy	Principal
Taylor, Talya	Assistant Principal
Bourgholtzer, MiChelle	Teacher, K-12
Jefferson, Lisa	Administrative Support
Bledsoe, Katrina	Assistant Principal

b. Duties

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

Principal and Math/Science PLC Liaison: Reviews all school-wide data through weekly Wednesday Leadership Data meetings and Monday Administrative Leadership Meetings, provides training and guidance to leadership and staff on the use of this data and works directly with the school counselors, test chair, assistant principals, grade level lead teachers and professional learning community lead teachers to ensure school-wide implementation, uses data to drive appropriate interventions and observes RtI interventions to determine efficacy. Oversees the Math PLC and implementation of Digits Math implementation within Enrichment Math courses at all three grade levels. Facilitates and supports MTSS implementation within grade level teams and PLCs, monitors and assesses interventions through classroom visitations and serves as a communication liaison for parents and students in the MTSS process. Works with Science PLC to provide guidance and assist in developing lesson plans and tasks.

Assistant Principal for Curriculum and ELA/Social Studies PLC Liaison: Determines student placement in courses to ensure appropriate class-based levels of intervention (i.e. Tier 1, 2, 3) is in place and makes appropriate adjustments to students' schedules as determined by student data. Assesses small group and individual student needs along with Reading and ELA teachers for usage

and modification of reading enrichment programs and levels.

Test Coordinator: Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as Digits, answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures that these interventions are data-driven and facilitates the learning and understanding of math-based interventions school-wide. Organizes school, district and state testing by adhering to testing schedules.

School Counselors: Visits PLC and Grade Level Meetings to communicate updates on MTSS-based decision making, assist ESE teacher in the collection and disaggregation of student data to support Tier 1, 2 and 3 interventions, oversee ESOL, IEPs, EPs, and 504 plans. The school counselors also serve as active members on the Academic Review Team and does quarterly grade progress monitoring.

Exceptional Education Teacher: Works daily with individual students and with small groups of students who may be moving through Tier 1 or Tier 2 interventions, works individually with any Tier 3 students, works with guidance counselors and all teachers to coordinate these interventions.

Dean/ISSP Teacher/Student Services Lead: Works daily with students displaying the need for behavioral interventions. Records tardies, absences and tracks overall attendance trends that could contribute to a students' need for behavioral MTSS interventions. Works consistently with teachers and the leadership team to determine ongoing needs for students moving through various Tiers of MTSS. The Dean/ISSP teacher assists with facilitation of restorative justice practices including the student accountability board, peer mediation and support circles.

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.

FSA/FCAT Data, EOC Data, iReady, and 2015 Achieve 3000 Data provides baseline scores for initial scheduling of students. With the benefit of the Achieve 3000 reading assessment, DAR assessments for Enrichment Reading level 1 and 2 students, CGA Baselines in all core areas and ongoing CGA quarterly benchmark assessments completed at the close of each quarter. iReady math diagnostic scores places allows for administration to determine which prerequisite skills students possess which will lead to success in various math courses offered at Julia Landon College Preparatory.

New student data is reviewed on a weekly basis at both Friday Administrative Leadership Meetings (tardy data, disciplinary data) and Wednesday Leadership Data Meetings with the Assistant Principals, Dean of Students, and Test Chair (all academic student data sources). Weekly PLC Planning meetings involve use of student data sheets and analysis of this ongoing data specific to the various content areas, always with the inclusion of reading and writing as a focus. The structure of the weekly PLC meeting allows for the first 30-minutes to be dedicated to analyzing Florida Standards, data analysis, or student work analysis.

Administration conducts weekly classroom walk-throughs using a rotating schedule to ensure the consistent progress monitoring of classroom-based instruction. Lesson plans are reviewed weekly by administration. Standing agenda items for PLC include the review, analysis and use of ongoing data sources to identify trends, plan accordingly and adjust/streamline instruction for whole groups, small groups and individual students. Teachers express the need for support to the administrator who serves as the liaison for that PLC, to the PLC Lead teacher or directly to the principal. The lead then

determines the need for school-based professional development using in-house expertise and/or peer visitation OR requests district-based support.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Timothy Feagins	Principal
Gary Webber	Business/Community
Fay Patsourakis	Parent
Tim Brown	Parent
Emily Gideon	Business/Community
Gwen Eubanks	Education Support Employee
Kismet Miller	Parent
Lee Seltzer	Parent
Tim Sloan	Parent
Von Bailey	Parent
Anbu Ponniah	Parent
Robin Dickenson	Parent
Bryan Gowdy	Parent
Yulonda Thompson	Parent
Gelila Jones	Parent
Circe LeNoble	Parent
Elisabeth Mark	Parent
Tessy Robbins	Parent
Man-Kuang Chang	Parent
Cindy Pearson	Parent
Marcus Thint	Parent
Lisa Jefferson	Teacher

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

The 2016-2017 SAC committee was involved in the evaluation of the 2016-2017 school improvement plan by reviewing the plan, participating in a problem solving process to assist the school with determining solutions for barriers identified in the school improvement plan, and providing input in the effectiveness of school goals during the mid-year review of the School Improvement Plan. Evaluation of the last year's school improvement plan by the SAC Committee occurred on: October 2, 2016. Mid-year evaluation of the School Improvement Plan by the SAC Committee occurred on: February 5, 2016.

b. Development of this school improvement plan

Over the course of a school year, parts of the School Improvement Plan are reviewed with SAC beginning in October. The SAC President is a member of the School Improvement Team. The SAC President attended a summer SIP training to brainstorm goals for the 2016-2017 school year. The group provides input and suggestions to the principal who utilizes this information in the creation of the School Improvement Plan for the following school year. The Julia Landon SACs have historically been very interested in documenting the programs and initiatives that assist and support the largest number of students and focus their funding decision making on this piece as well.

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

As of September 2016, there is $2837 available for use in School Improvement Funds. This money is not SAC specific funds, but because of the advisory role of the SAC committee, the principal would like the input of the SAC on ways to spend the funds. The SAC will evaluate the school improvement plan to determine how the funds will be allocated to meet the goals determined in the plan. A SAC funds teacher request protocol is an established part of Julia Landon. Teachers submit a funds request to the Assistant Principal who serves as the secretary and administrative liaison to SAC. The funds requests are presented at each monthly SAC meeting. The committee discusses and votes on each fund request. Historically, even if the SAC decides not to fund the entire request, they always look for a way to support the teacher(s) by providing partial funding or brainstorming creative ways to meet the needs of the requested funding.

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 Advisory Council approved the following expenditures using school improvement funds: Budgeted money: $3700.64. Expenses: Student Planners - $1762.56; Two-way radios - $1312. Student planners support the School Improvement Plan giving students the capability to take ownership in their learning to improve academic performance. Two-way radios supported the School Improvement Plan allowing administration and faculty to have instant access to each other in order to maintain a safe and secure learning environment and campus.

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
Feagins, Timothy	Principal
Taylor, Talya	Assistant Principal
Fifield, Kimberly	Teacher, K-12
Gaylor, Karen	Teacher, K-12
Lively, Pam	Teacher, K-12
Mah, Erin	Teacher, K-12

b. Duties

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

The school-based Literacy Leadership Team (LLT) will meeting monthly to review the implementation of reading as well as the integration of reading across all subject areas. The primary role this year is to roll out the New Florida Standards across all grade levels. We will be providing training for the staff on all of the New Florida Standards as well as its vertical alignment throughout the school year.

The Diagnostic Assessment of Reading (DAR), FSA, iLit, and Achieve 3000 will be analyzed by the school-based LLT to help professionally develop teachers in disaggregating the results. Tiered interventions will be developed by the teachers under the guidance of the school-based LLT to ensure that all learners are provided with differentiated instruction. The school-based LLT will monitor the progress of the students through the RtI process to analyze effective interventions.

The school-based LLT will analyze reading interventions that can be used during Tier II and III instruction to meet individual learner needs. These interventions will be introduced during the grade level RtI brainstorming sessions that will take place once per month.

Other examples of responsibilities for this team include but are not limited to:
• Integration of non-fiction text through science and social studies
• Finding parallel readings to enhance the non-fiction selections used to teach science and social studies
• DAR, iLit, and Achieve 3000 analysis and remediation
• Text complexity
• New Florida State Standards implementation

D. Public and Collaborative Teaching

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

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

Common planning has been built into Julia Landon's master schedule in efforts to encourage positive working relationships between the teachers within content areas and grade levels. During common planning, teachers are able to collaborate to plan instruction to include common lesson activities, common mini-assessments, and common performance tasks. Common planning also provides teachers a platform to review a variety of student work samples using protocols and/or rubrics to determine the effectiveness of lessons; identify exemplary student work to calibrate grading expectations; calibrate student work to meet the expectations of the Standards; analyze and actively use real time data to create lessons during common planning; and group and regroup students based on data.

Peer visitations through instructional rounds are additional strategies that Julia Landon is using to encourage positive working relationships between teachers. A peer visitation schedule is provided to teachers that allows members of the Professional Learning Communities (PLCs) to conduct classroom observations on a rotating basis. During the instructional rounds, the observing teacher uses an instructional observation form the focuses on the four pillars of instruction - Fully Engaged Students, Rigorous Content, Ownership, and Demonstrating Understanding. A shared inquiry session follows the instructional rounds to allow teachers to debrief the peer visitation process during PLC common planning meetings.

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

During the 2016-2017 school year, Julia Landon has adopted the theme of Team Synergy The synergistic theme encourages all teachers, students, and parents to work collaboratively throughout the entire school year to ensure that all members are supported through planning, delivery, and analysis of instruction. Teachers completed a professional development survey at the beginning of the school year to assist the principal in planning relevant training throughout the school year to meet each teacher's individual needs.

Teachers at Julia Landon are asked to communicate knowledge of any potential candidates for future hire to members of the school-based leadership team. The Leadership Team reviews the district teacher transfer list at the close of each school year to determine any potential openings AND to gain a pulse on the quality of candidates that could be applicants for the following school year.

Julia Landon actively participates in all district recruitment events as they are made available. Teachers currently on staff are given consistent feedback and support from the school Leadership Team regarding instructional focus, PLC-driven collaboration, best practices and ongoing professional development.

Teachers now have the opportunity to plan with their Professional Learning Community colleagues to plan lessons, analyze data and make instructional decisions within contractual hours, something previously deemed a luxury. This additional and adjusted planning time will encourage teachers to remain in this important profession.

The school-based leadership team, comprised of the principal, two assistant principals, test chairperson and Dean are all responsible for supporting teachers and maintaining a high level of teacher retention at Julia Landon. District content specialists also provide a great deal of support, providing professional development at the school site, visiting classrooms and providing feedback both directly to teachers and to the school based leadership team. The leadership team reviewed teacher survey data from The New Teacher Project. Based on the review of the survey data, the leadership team plans to use various protocols to create open dialogue with faculty and staff members to build moral and transparency.

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

Every new teacher to Julia Landon College Preparatory will be awarded the opportunity to become acclimated to the school through various avenues. We feel that giving extra support to new teachers will help them better understand the school's culture along with its processes and procedures. New teachers will participate in monthly meetings with administration, be assigned a mentor, have the opportunity to observe other classrooms, and take part in professional development throughout the school year.

New Teacher: Leonard Whitcomb (carry over Technology); Mentor: Kristopher Beckstrom
Rationale - Mr. Beckstrom has served as School Technology Coordinator for Julia Landon College Preparatory. Mr. Beckstrom has over 15 years of teaching experience.

New Teacher: Megan Beane (carry over Math); Mentor: Kristie Putnal
Rationale - Mrs. Putnal has experience as a mentor teacher. Mrs. Putnal has taught mathematics at the middle school level for many years and is an expert at lesson planning.

New Teacher: Tracie Sneed (new Debate teacher); Mentor: Erin Mah
Rationale - Ms. Mah is an experienced teacher with multiple certifications and brings a wealth of knowledge to the classroom.

New Teacher: Desirae Bushnell (new ELA); Mentor: PeTika Tave
Rationale - Ms. Tave is the 7th grade ELA lead and will able to support Ms. Bushnell (6th Grade ELA)

throughout the entire school year with planning and implementation.

The school Professional Development Facilitator, Lisa Jefferson, meets monthly with the mentors and mentees to both support their collaborative work and communicate information that she has been given from the district. Ms. Jefferson works closely with the principal to ensure that all new teachers have the correct number and duration of observations/evaluations as required in their MINT plans. The PDF and the principal also have access to the district MINT coordinator assigned to the school and have engaged in an initial meeting to date.

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 core content area PLCs work to unpack the new Florida State Standards within common planning meetings. While unpacking standards using the item specifications, both the teachers and administrators determine the standards' assessment limits, text types, task demands, response mechanisms, what students need to know, what students need to do to demonstrate their knowledge, and lesson activities that align to standards.

PLC work will also revolve around using the EQuiP Student Work Protocol. EQuiP allows teachers to evaluate student work at the standard level to determine if the task truly predicts the performance. Teachers use an evaluation rubric to determine if the complexity of each standard was met and if the student expectation was explicit enough to achieve mastery.

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.

Julia Landon uses data to provide and differentiate instruction to meet the diverse needs of students. Student data is used to match students with appropriate teachers who have specific skill sets in working with gifted learners, English Language Learners (ELLs), exceptional education students and students who need support in reading and math. At Julia Landon, students complete baseline assessments in August and September. Common assessments are also administered quarterly throughout the school year. The quarterly assessments aid teachers in determining the pace and effectiveness of classroom instruction. Each core classroom will take a mid-year FSA/EOC assessment to monitor progress of student achievement throughout the school year. Teachers triangulate data and determine instructional classroom implications to ensure instruction is based on the needs of students.Teachers modify instruction by grouping students into small instructional groups. During small group instruction and center rotations, teachers are able to provide explicit modeling for students and gradually release students to complete independent tasks at the complexity level of the assessments. Teachers use a variety of online tools and technology mediums such as Achieve 3000, iReady, iLit, Digits, and Khan Academy to assist students having difficulty mastering the proficient and advanced levels on both district and state assessments.

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

Strategy: After School Program

Minutes added to school year: 1,320

Development of a Saturday program through October, November, and December targeting bottom quartile students in the core accountability areas.

Strategy Rationale

Students with needs of support in reading, math, civics, and 8th grade science will have access to additional instructional time with teachers to practice working with the standards and skills needed to perform well on the state assessments.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Taylor, Talya, taylort4@duvalschools.org

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

During the 2015-2016 school year, all students testing into the bottom quartile in math and/or reading according to the 2016 FSA/EOC/FCAT Assessments will be invited and strongly advised to attend afterschool sessions prior to the Florida State Assessment and EOC timeframes. Additional students will be invited on an individual basis by teachers and the leadership team through the use of ongoing assessment data and GPA performance data.

Strategy: Extended School Day

Minutes added to school year: 21,600

Community Education is a paid-program at Julia Landon serving students each week day from dismissal to 5:15pm. Students are placed in classes with a 25:1 teacher/student ratio and given support for homework, exposure and access to necessary technology and the opportunity to work together on group projects.

Strategy Rationale

Students will be given an opportunity to extend learning each day in this after school program. It is important that certified teachers are used for each teaching position to provide extra support to students through homework assistance and group projects.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lively, Pam, livelyp1@duvalschools.org

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

Co-directors will send quarterly community education student reports to the faculty. Teachers are asked to review these attendance lists and send the directors any information that would support the work these students are doing during their time in the community education program. The co-directors also review ongoing students data recorded for all their program students to determine the levels of support needed for these students on a daily basis. Program teacher placement is also determined through grade level, ongoing data and behavioral trends.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All incoming 6th graders, 7th graders and 8th graders participate in a Spring Orientation in May. During this orientation, parents and students are able to become acclimated into the school culture. Parents receive valuable information on academics, extra-curricular activities, and how to communicate with the school. The students participate in a scavenger hunt and team building activities with their peers that allows them to familiarize themselves with the school building. The relationship building between teachers and students begins with this May orientation. At the end of July, a summer orientation is held for all students and families. Historically, between 70-80% of teachers teachers volunteer for the summer orientation. Students receive class schedules, and parents are able to meet the teachers that volunteer at the orientation. Incoming 6th grade girls participate in the Girl Scouts Passages program for four days in the summer. The Passages program allows the girls to familiarize themselves with the school building, ask questions about middle school to the Julia Landon Leadership Team, find their classes, practice opening their lockers, etc. All 6th grade students are scheduled into a Leadership class that focuses on Stephen Covey's 7 Habits of Highly Effective Teens. The leadership curriculum, Passages program, and orientations assist

students and families with acclimation into middle school.

Vertical academic planning occurs with greater intent due to the feeder pattern nature of current district principal and assistant principal meetings. Magnet recruitment involves the communication of preparation strategies for Julia Landon students to matriculate to Stanton College Prep, Paxon School for Advanced Studies and Darnell-Cookman School for the Medical Arts. Critical thinking strategies such as the integration of political cartoons, DBQs and socratic seminars are common-place and expected within all Reading, ELA and Social Studies classes at Julia Landon. All Julia Landon students must successfully complete High School Algebra evidenced by a passing score on the State Algebra End of Course Exam upon completion of their eighth grade year. The 8th grade students also complete a Career Inventory in History classes each year.

High School Night is scheduled each school year in December for 8th grade students and parents as well as any 7th grade families who wish to all get a jump start on preparing for the transition to high school. During the 2015-2016 High School Night, six high schools were represented throughout the evening. The high schools that attended were Stanton College Prep, Paxon School for Advanced Studies, Mandarin High School, Fletcher High School, Darnell-Cookman School of the Medical Arts, and Sandalwood High School. Julia Landon 8th grade students participate in a tour of Stanton High School and Paxon School of the Advanced Studies each year in January. Students who are accepted into high school acceleration programs including Advanced Placement, International Baccalaureate, Early College, and AICE are honored by representatives of respective high schools during the Julia Landon Acceleration Celebration. Strong partnerships have been built between Julia Landon and feeder schools to provide both academic and social-emotional support to outgoing cohorts of students.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If a multi-tiered system of support is used throughout the school year, then student progress will be tracked and remediation will be provided to improve all learners' achievement.

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met.

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core 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 a multi-tiered system of support is used throughout the school year, then student progress will be tracked and remediation will be provided to improve all learners' achievement. `1a`

🔑 G086588

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0
Civics EOC Pass	94.0
Algebra I EOC Pass Rate	94.0
Geometry EOC Pass Rate	100.0
FSA ELA Achievement	90.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	90.0
Math Gains	80.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Planning lessons for small group instruction
- Lack of training to implement MTSS
- Engagement with Fidelity
- Lack of Data

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

- Achieve 3000
- 20 Strategies to Meet the Common Core
- Independent online research
- Assessments
- Increased parent communication
- Reward system for students
- School support team
- Positive reinforcement
- Focused PLC planning time
- Data tracking sheets
- Differentiated Instruction and Grouping of Students
- Performance Matters
- Tutoring
- Computer Carts

Plan to Monitor Progress Toward G1. 8

Tracking student data through informal, unit, and mid-year assessments.

Person Responsible
Timothy Feagins

Schedule
Monthly, from 10/12/2016 to 5/26/2017

Evidence of Completion
Student tracking sheets through Performance Matters

Plan to Monitor Progress Toward G1. 8

Teacher-created assessments/assignments. District-created assessments/assignments.

Person Responsible
Talya Taylor

Schedule
Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion
Data; Data Chats; Student Products

Plan to Monitor Progress Toward G1. 8

Individual students will show progress throughout the school year.

Person Responsible
Timothy Feagins

Schedule
Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion
Student tracking sheets will show movement from lower level achievement to proficiency.

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met. `1a`

🔑 G086589

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0
Civics EOC Pass	93.0
Algebra I EOC Pass Rate	87.0
Geometry EOC Pass Rate	100.0
FSA ELA Achievement	90.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	90.0
Math Gains	80.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Effective and efficient modeling of small group instruction based on the middle school model

- Lack of Resources to Conduct Teacher-Led Small Groups

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

- Current books related to small group instruction

- School experts that can apply their knowledge to the needs of teachers

- School experts that can apply their knowledge to the needs of teachers

- iReady Toolkit

- Common Planning Time

- Technology

- Rituals and Routines/Classroom Structures

- Online virtual tools

- Standards Template Analysis Form

-

Plan to Monitor Progress Toward G2. `8`

Informal classroom observation data

Person Responsible
Talya Taylor

Schedule
Biweekly, from 9/28/2016 to 5/26/2017

Evidence of Completion
Observation notes and feedback

Plan to Monitor Progress Toward G2. `8`

Unit assessment data, iReady, Lexile, Mid-Year Scrimmage

Person Responsible
Timothy Feagins

Schedule
Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion
Data tracking sheets through Performance Matters

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas. 1a

🔑 G086590

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0
Civics EOC Pass	93.0
Algebra I EOC Pass Rate	87.0
Geometry EOC Pass Rate	100.0
FSA ELA Achievement	90.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	90.0
Math Gains	80.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary strategies for interpreting words and phrases in context

- Lack of manipulatives to differentiate instruction

- Lack of experience implementing differentiation strategies

- Consistent classroom expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- 20 Literacy Strategies to Meet the Common Core

- Weekly activities/small group activities

- Weekly PLC Common Planning

- Previous academic testing

- Grade Level Teacher Communication

- CPALMs

- Penda

- Modeling

- Data Chats

Plan to Monitor Progress Toward G3. 8

Achieve 3000, classroom projects, informal and formal assessments, FSA

Person Responsible
Talya Taylor

Schedule
Weekly, from 9/30/2016 to 5/26/2017

Evidence of Completion
Student Data

Plan to Monitor Progress Toward G3. 8

iReady, MathXL, Digits Unit Assessments, Mid-Year Scrimmage

Person Responsible
Kristie Putnal

Schedule
Monthly, from 10/19/2016 to 5/26/2017

Evidence of Completion
Student data on data tracking forms

Plan to Monitor Progress Toward G3. 8

Informal classroom walkthrough feedback forms

Person Responsible
Timothy Feagins

Schedule
Daily, from 8/31/2016 to 6/2/2017

Evidence of Completion
Classroom walkthrough feedback forms

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If a multi-tiered system of support is used throughout the school year, then student progress will be tracked and remediation will be provided to improve all learners' achievement. 1

🔑 G086588

G1.B1 Planning lessons for small group instruction 2

🔑 B230095

G1.B1.S2 Use 20 Literacy Strategies to Meet the Common Core. 4

🔑 S242761

Strategy Rationale

This book has valuable ideas and breaks down categories into different strategies.

Action Step 1 5

Use 20 Literacy Strategies to Meet the Common Core to develop more specific instructional strategies to meet student learning needs.

Person Responsible

Talya Taylor

Schedule

Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

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

Lesson plans show evidence of teacher small group based on student data (which may include information from student products).

Person Responsible

Talya Taylor

Schedule

Weekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Student product from small group and/or teacher lesson plans (in orange notebook).

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

PLC Agendas (shows if we are using the book to help our instruction and sharing with each other).

Person Responsible

Kimberly Fifield

Schedule

Monthly, from 9/14/2016 to 5/17/2017

Evidence of Completion

PLC agenda and/or meeting notes

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

Data from informal/formal assessments

Person Responsible

Talya Taylor

Schedule

Monthly, from 9/19/2016 to 5/17/2017

Evidence of Completion

Data

G1.B7 Lack of training to implement MTSS [2]

🔑 B230101

G1.B7.S1 Provide training for how to effectively implement MTSS throughout the school year. [4]

🔑 S242763

Strategy Rationale

With training, teachers will be able to better understand the process to meet the needs of all students.

Action Step 1 [5]

Administration will provide training on the MTSS process that is differentiated to meet the needs of all teachers.

Person Responsible

Timothy Feagins

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B7.S1 [6]

Tier II and III strategies determined through the MTSS process will be implemented in the classroom

Person Responsible

Timothy Feagins

Schedule

Weekly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Informal observations by administration that MTSS is being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Teachers will use Early Dismissal Training sessions to reflect on interventions put into place.

Person Responsible

Timothy Feagins

Schedule

Biweekly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Informal classroom observations.

G1.B9 Engagement with Fidelity `2`

🔑 B230103

G1.B9.S1 Regular data dissection `4`

🔑 S242764

Strategy Rationale

Develop goals and modify them as necessary with students.

> Action Step(s) Missing for Goal #1, Barrier #9, Strategy #1
> Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G1.B9.S1 `6`

Monitor data; implement accommodations on 504 and IEP.

Person Responsible

Erin Mah

Schedule

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

Evidence of Completion

Data chat forms, conference logs, intervention documentation

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

Early dismissal training sessions to dissect data.

Person Responsible

Talya Taylor

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Data Analysis Sheets

G1.B14 Lack of Data `2`

🔑 B230108

G1.B14.S1 Use the BBC reports in Performance Matters. `4`

🔑 S242765

Strategy Rationale

BBC reports are useful resources to progress monitor students achievement.

Action Step 1 `5`

Access data using Performance Matters and Unify

Person Responsible

Lisa Jefferson

Schedule

Biweekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Documentation of student and teacher monitoring of academic progress.

Plan to Monitor Fidelity of Implementation of G1.B14.S1 `6`

Track student data through Performance Matters for students that are not meeting the standards.

Person Responsible

Lisa Jefferson

Schedule

Biweekly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Student Portfolios showing progress made toward meeting the standards

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 `7`

Early Dismissal sessions will be used once per month to track and monitor student progress.

Person Responsible

Timothy Feagins

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Student tracking sheets

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met. 1

🔑 G086589

G2.B3 Effective and efficient modeling of small group instruction based on the middle school model 2

🔑 B230112

G2.B3.S1 District-led professional development on campus based on the specific needs of the teachers. 4

🔑 S242766

Strategy Rationale

Gives direct insight and strategies targeted toward the demographics of the school.

Action Step 1 5

Utilize district-led professional development to plan lessons that incorporates teacher-led small group.

Person Responsible

Talya Taylor

Schedule

Biweekly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Lesson plans that incorporate teacher-led small groups

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

Classroom walkthroughs and instructional rounding to view teacher-led small group instruction.

Person Responsible

Talya Taylor

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Classroom walkthrough feedback forms; instructional rounding reflections

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

Teachers will reflect and collaborate with colleagues during PLC common planning to refine and improve teacher-led small group practices.

Person Responsible

Kimberly Fifield

Schedule

Biweekly, from 10/26/2016 to 5/26/2017

Evidence of Completion

PLC Meeting Minutes; Teacher Led-Small Group Lesson Plans

G2.B7 Lack of Resources to Conduct Teacher-Led Small Groups `2`

🔍 B230116

G2.B7.S1 Use curriculum guides, item specifications, and content limits to develop small group lesson plans that meet the standards. `4`

🔍 S242767

Strategy Rationale

Pull content items that precisely identify what is needed for students to master the standards.

Action Step 1 `5`

Analyze curriculum guide standards and sequence of resources against the content limits of each standard to form lessons that meet small groups of student needs.

Person Responsible

Kristie Putnal

Schedule

Weekly, from 9/14/2016 to 5/26/2017

Evidence of Completion

PLC Notes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Teachers plan small group lessons collaboratively during PLC.

Person Responsible

Kristie Putnal

Schedule

Weekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Teacher-led small group lesson plans will be reflected upon through data to determine effectiveness of their content.

Person Responsible

Timothy Feagins

Schedule

Biweekly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Data tracking sheets, lesson plans, student progress monitoring forms

G2.B7.S2 Use research-based materials in teacher-led small groups to provide remediation to students.
4

🔑 S242768

Strategy Rationale

Use current materials that match the Florida Standards to give students instruction that matches the expectation.

Action Step 1 5

Research materials that best match the level of complexity of the standards to meet the expected outcomes.

Person Responsible

Timothy Feagins

Schedule

Quarterly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Resource library of research based teaching materials to provide small group instruction.

Plan to Monitor Fidelity of Implementation of G2.B7.S2 6

Peer-to-peer reflection on materials and strategies used in teacher-led small group instruction.

Person Responsible

Timothy Feagins

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

PLC meeting notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 `7`

Common planning time will be used to reflect on lessons used during teacher-led small group instruction.

Person Responsible

Timothy Feagins

Schedule

Weekly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Lesson plans for teacher-led small group instruction

G2.B7.S3 Vertical articulation conversations with PLC to brainstorm resources to use during teacher-led small group instruction. `4`

🔑 S242769

Strategy Rationale

Consistency will be developed with the progression of the standards.

Action Step 1 `5`

Develop a resource library to create a bank of activities to help students meet specific needs in teacher-led small groups.

Person Responsible

Timothy Feagins

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Resource library folder on the school's Share drive

Plan to Monitor Fidelity of Implementation of G2.B7.S3 `6`

Hold collaborative discussions on new additions to the library folder during PLC meetings

Person Responsible

Timothy Feagins

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

PLC notes/PLC Agendas

Plan to Monitor Effectiveness of Implementation of G2.B7.S3 `7`

Adding research-based resources to the shared library

Person Responsible

Timothy Feagins

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Research-based activities

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas. `1`

🔑 G086590

G3.B1 Lack of vocabulary strategies for interpreting words and phrases in context `2`

🔑 B230121

G3.B1.S1 Using Craft and Structure vocabulary strategies from 20 Literacy Strategies to Meet the Common Core to strengthen student vocabulary understanding/performance within grade level texts. `4`

🔑 S242771

Strategy Rationale

This will enable students to understand/implement vocabulary strategies across subject areas that will include assessments, projects, and class work.

Action Step 1 `5`

Read and plan with PLC partners after reviewing student data

Person Responsible

Kimberly Fifield

Schedule

Weekly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Lesson Plans

Action Step 2 `5`

Read and plan with PLC partners after reviewing student data

Person Responsible

Kimberly Fifield

Schedule

Weekly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Lesson Plans

Action Step 3 `5`

Read and plan with PLC partners after reviewing student data

Person Responsible

Kimberly Fifield

Schedule

Weekly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Lesson Plans

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

Evidence of collaborative planning in lesson plans

Person Responsible

Kimberly Fifield

Schedule

Daily, from 9/30/2016 to 6/2/2017

Evidence of Completion

Student work/artifacts/data

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

Achieve 3000 level set, student artifacts/data

Person Responsible

Talya Taylor

Schedule

Weekly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Student data

G3.B4 Lack of manipulatives to differentiate instruction 2

🔑 B230124

G3.B4.S1 Generate list of needed manipulatives for all math classes by grade level and store in compartments to be shared between teachers. 4

🔑 S242772

Strategy Rationale

Having a storeroom of manipulatives will allow teachers to plan and reflect on how they can be used to differentiate instruction.

Action Step 1 5

Generate a list of manipulatives in a resource library catalog for all math topics in all math classes.

Person Responsible

Kristie Putnal

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Resource library and math manipulatives storeroom

Action Step 2 5

Generate a list of manipulatives in a resource library catalog for all math topics in all math classes.

Person Responsible

Kristie Putnal

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Resource library and math manipulatives storeroom

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

Encourage participation of adding to manipulatives library through email and PLC meetings.

Person Responsible

Kristie Putnal

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Increased supplies to differentiate for tactile learners.

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

As the year progresses, check in with PLC to ensure manipulatives are being used and new needs are identified.

Person Responsible

Kristie Putnal

Schedule

Quarterly, from 10/5/2016 to 5/26/2017

Evidence of Completion

PLC Meeting Notes, PLC Agendas

G3.B6 Lack of experience implementing differentiation strategies 2

🔑 B230126

G3.B6.S1 PLC Collaboration on a weekly basis through common planning to discuss differentiated instruction strategies. 4

🔑 S242773

Strategy Rationale

Collaborating with other content area professionals in utilizing best differentiation strategies for the classroom

Action Step 1 5

Common planning time with the PLC will be conducted weekly to plan differentiated learning opportunities.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Lesson plans reflecting where differentiated instruction is being planned and implemented.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Lesson plans updated in lesson plan binder

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

Informal classroom walkthroughs to observe differentiated instruction opportunities in practice.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Classroom walkthrough feedback forms

G3.B8 Consistent classroom expectations `2`

🔑 B230128

G3.B8.S1 Create expectations for students to become independent thinkers with rigorous content. `4`

🔑 S242774

Strategy Rationale

Using consistent student expectations for differentiation will create student authentic ownership and critical thinking skills.

Action Step 1 `5`

Create consistent student expectations by department for students to participate in differentiated instruction activities.

Person Responsible

Timothy Feagins

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Posted expectations, anecdotal teacher notes

Plan to Monitor Fidelity of Implementation of G3.B8.S1 `6`

Rituals and routines will be monitored and reflected upon through classroom walkthroughs and informal observations.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Students demonstrating the expected behaviors

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 `7`

Teachers will receive feedback on differentiated instruction strategies and expectations set for students.

Person Responsible

Timothy Feagins

Schedule

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

Evidence of Completion

Classroom walkthrough feedback forms

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.S2.MA1 🔍 M324789	Data from informal/formal assessments	Taylor, Talya	9/19/2016	Data	5/17/2017 monthly
G1.B1.S2.MA2 🔍 M324791	PLC Agendas (shows if we are using the book to help our instruction and sharing with each other).	Fifield, Kimberly	9/14/2016	PLC agenda and/or meeting notes	5/17/2017 monthly
G1.MA1 🔍 M324798	Tracking student data through informal, unit, and mid-year assessments.	Feagins, Timothy	10/12/2016	Student tracking sheets through Performance Matters	5/26/2017 monthly
G1.MA2 🔍 M324799	Teacher-created assessments/ assignments. District-created assessments/assignments.	Taylor, Talya	9/7/2016	Data; Data Chats; Student Products	5/26/2017 monthly
G1.MA3 🔍 M324800	Individual students will show progress throughout the school year.	Feagins, Timothy	9/28/2016	Student tracking sheets will show movement from lower level achievement to proficiency.	5/26/2017 monthly
G2.MA1 🔍 M324809	Informal classroom observation data	Taylor, Talya	9/28/2016	Observation notes and feedback	5/26/2017 biweekly
G2.MA2 🔍 M324810	Unit assessment data, iReady, Lexile, Mid-Year Scrimmage	Feagins, Timothy	9/21/2016	Data tracking sheets through Performance Matters	5/26/2017 monthly
G3.MA1 🔍 M324819	Achieve 3000, classroom projects, informal and formal assessments, FSA	Taylor, Talya	9/30/2016	Student Data	5/26/2017 weekly
G3.MA2 🔍 M324820	iReady, MathXL, Digits Unit Assessments, Mid-Year Scrimmage	Putnal, Kristie	10/19/2016	Student data on data tracking forms	5/26/2017 monthly
G1.B7.S1.MA1 🔍 M324792	Teachers will use Early Dismissal Training sessions to reflect on interventions put into place.	Feagins, Timothy	10/5/2016	Informal classroom observations.	5/26/2017 biweekly
G1.B7.S1.MA1 🔍 M324793	Tier II and III strategies determined through the MTSS process will be implemented in the classroom	Feagins, Timothy	9/28/2016	Informal observations by administration that MTSS is being implemented with fidelity.	5/26/2017 weekly
G1.B7.S1.A1 🔍 A314155	Administration will provide training on the MTSS process that is differentiated to meet the needs...	Feagins, Timothy	9/28/2016		5/26/2017 monthly
G1.B9.S1.MA1 🔍 M324794	Early dismissal training sessions to dissect data.	Taylor, Talya	9/28/2016	Data Analysis Sheets	5/26/2017 monthly
G1.B9.S1.MA1 🔍 M324795	Monitor data; implement accommodations on 504 and IEP.	Mah, Erin	9/5/2016	Data chat forms, conference logs, intervention documentation	5/26/2017 weekly
G1.B14.S1.MA1 🔍 M324796	Early Dismissal sessions will be used once per month to track and monitor student progress.	Feagins, Timothy	9/28/2016	Student tracking sheets	5/26/2017 monthly
G1.B14.S1.MA1 🔍 M324797	Track student data through Performance Matters for students that are not meeting the standards.	Jefferson, Lisa	9/28/2016	Student Portfolios showing progress made toward meeting the standards	5/26/2017 biweekly
G1.B14.S1.A1 🔍 A314156	Access data using Performance Matters and Unify	Jefferson, Lisa	9/7/2016	Documentation of student and teacher monitoring of academic progress.	5/26/2017 biweekly
G2.B3.S1.MA1 🔍 M324801	Teachers will reflect and collaborate with colleagues during PLC common planning to refine and...	Fifield, Kimberly	10/26/2016	PLC Meeting Minutes; Teacher Led-Small Group Lesson Plans	5/26/2017 biweekly
G2.B3.S1.MA1 🔍 M324802	Classroom walkthroughs and instructional rounding to view teacher-led small group instruction.	Taylor, Talya	9/28/2016	Classroom walkthrough feedback forms; instructional rounding reflections	5/26/2017 monthly
G2.B3.S1.A1 🔍 A314157	Utilize district-led professional development to plan lessons that incorporates teacher-led small...	Taylor, Talya	10/5/2016	Lesson plans that incorporate teacher-led small groups	5/26/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.MA1 M324803	Teacher-led small group lesson plans will be reflected upon through data to determine effectiveness...	Feagins, Timothy	9/21/2016	Data tracking sheets, lesson plans, student progress monitoring forms	5/26/2017 biweekly
G2.B7.S1.MA1 M324804	Teachers plan small group lessons collaboratively during PLC.	Putnal, Kristie	9/7/2016	Lesson plans	5/26/2017 weekly
G2.B7.S1.A1 A314158	Analyze curriculum guide standards and sequence of resources against the content limits of each...	Putnal, Kristie	9/14/2016	PLC Notes, Lesson Plans	5/26/2017 weekly
G3.B1.S1.A1 A314161	Read and plan with PLC partners after reviewing student data	Fifield, Kimberly	9/30/2016	Lesson Plans	5/26/2017 weekly
G3.B1.S1.A2 A314162	Read and plan with PLC partners after reviewing student data	Fifield, Kimberly	9/30/2016	Lesson Plans	5/26/2017 weekly
G3.B1.S1.A3 A314163	Read and plan with PLC partners after reviewing student data	Fifield, Kimberly	9/30/2016	Lesson Plans	5/26/2017 weekly
G3.B4.S1.MA1 M324813	As the year progresses, check in with PLC to ensure manipulatives are being used and new needs are...	Putnal, Kristie	10/5/2016	PLC Meeting Notes, PLC Agendas	5/26/2017 quarterly
G3.B4.S1.MA1 M324814	Encourage participation of adding to manipulatives library through email and PLC meetings.	Putnal, Kristie	8/3/2016	Increased supplies to differentiate for tactile learners.	5/26/2017 monthly
G3.B4.S1.A1 A314164	Generate a list of manipulatives in a resource library catalog for all math topics in all math...	Putnal, Kristie	8/31/2016	Resource library and math manipulatives storeroom	5/26/2017 monthly
G3.B4.S1.A2 A314165	Generate a list of manipulatives in a resource library catalog for all math topics in all math...	Putnal, Kristie	8/31/2016	Resource library and math manipulatives storeroom	5/26/2017 monthly
G3.B8.S1.A1 A314167	Create consistent student expectations by department for students to participate in differentiated...	Feagins, Timothy	8/31/2016	Posted expectations, anecdotal teacher notes	5/26/2017 weekly
G1.B1.S2.MA1 M324790	Lesson plans show evidence of teacher small group based on student data (which may include...	Taylor, Talya	9/7/2016	Student product from small group and/ or teacher lesson plans (in orange notebook).	5/26/2017 weekly
G1.B1.S2.A1 A314154	Use 20 Literacy Strategies to Meet the Common Core to develop more specific instructional...	Taylor, Talya	9/2/2016		5/26/2017 weekly
G2.B7.S2.MA1 M324805	Common planning time will be used to reflect on lessons used during teacher-led small group...	Feagins, Timothy	9/28/2016	Lesson plans for teacher-led small group instruction	5/26/2017 weekly
G2.B7.S2.MA1 M324806	Peer-to-peer reflection on materials and strategies used in teacher-led small group instruction.	Feagins, Timothy	9/28/2016	PLC meeting notes, lesson plans	5/26/2017 monthly
G2.B7.S2.A1 A314159	Research materials that best match the level of complexity of the standards to meet the expected...	Feagins, Timothy	9/28/2016	Resource library of research based teaching materials to provide small group instruction.	5/26/2017 quarterly
G2.B7.S3.MA1 M324807	Adding research-based resources to the shared library	Feagins, Timothy	9/21/2016	Research-based activities	5/26/2017 monthly
G2.B7.S3.MA1 M324808	Hold collaborative discussions on new additions to the library folder during PLC meetings	Feagins, Timothy	9/21/2016	PLC notes/PLC Agendas	5/26/2017 monthly
G2.B7.S3.A1 A314160	Develop a resource library to create a bank of activities to help students meet specific needs in...	Feagins, Timothy	9/21/2016	Resource library folder on the school's Share drive	5/26/2017 monthly
G3.MA3 M324821	Informal classroom walkthrough feedback forms	Feagins, Timothy	8/31/2016	Classroom walkthrough feedback forms	6/2/2017 daily
G3.B1.S1.MA1 M324811	Achieve 3000 level set, student artifacts/data	Taylor, Talya	9/30/2016	Student data	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 🔑 M324812	Evidence of collaborative planning in lesson plans	Fifield, Kimberly	9/30/2016	Student work/artifacts/data	6/2/2017 daily
G3.B6.S1.MA1 🔑 M324815	Informal classroom walkthroughs to observe differentiated instruction opportunities in practice.	Feagins, Timothy	8/31/2016	Classroom walkthrough feedback forms	6/2/2017 daily
G3.B6.S1.MA1 🔑 M324816	Lesson plans reflecting where differentiated instruction is being planned and implemented.	Feagins, Timothy	8/31/2016	Lesson plans updated in lesson plan binder	6/2/2017 daily
G3.B6.S1.A1 🔑 A314166	Common planning time with the PLC will be conducted weekly to plan differentiated learning...	Feagins, Timothy	8/31/2016	Lesson Plans	6/2/2017 weekly
G3.B8.S1.MA1 🔑 M324817	Teachers will receive feedback on differentiated instruction strategies and expectations set for...	Feagins, Timothy	8/31/2016	Classroom walkthrough feedback forms	6/2/2017 daily
G3.B8.S1.MA1 🔑 M324818	Rituals and routines will be monitored and reflected upon through classroom walkthroughs and...	Feagins, Timothy	8/31/2016	Students demonstrating the expected behaviors	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If a multi-tiered system of support is used throughout the school year, then student progress will be tracked and remediation will be provided to improve all learners' achievement.

G1.B1 Planning lessons for small group instruction

G1.B1.S2 Use 20 Literacy Strategies to Meet the Common Core.

PD Opportunity 1

Use 20 Literacy Strategies to Meet the Common Core to develop more specific instructional strategies to meet student learning needs.

Facilitator

PLC Volunteers

Participants

PLC

Schedule

Weekly, from 9/2/2016 to 5/26/2017

G1.B7 Lack of training to implement MTSS

G1.B7.S1 Provide training for how to effectively implement MTSS throughout the school year.

PD Opportunity 1

Administration will provide training on the MTSS process that is differentiated to meet the needs of all teachers.

Facilitator

Administration/PLC Leads

Participants

PLC Members

Schedule

Monthly, from 9/28/2016 to 5/26/2017

G1.B14 Lack of Data

G1.B14.S1 Use the BBC reports in Performance Matters.

PD Opportunity 1

Access data using Performance Matters and Unify

Facilitator

Administration and PLC Leads

Participants

Teachers and Students

Schedule

Biweekly, from 9/7/2016 to 5/26/2017

G3. If differentiated instruction and student-led activities are implemented consistently, then student achievement will increase in all core areas.

G3.B8 Consistent classroom expectations

G3.B8.S1 Create expectations for students to become independent thinkers with rigorous content.

PD Opportunity 1

Create consistent student expectations by department for students to participate in differentiated instruction activities.

Facilitator

Administration

Participants

Teachers

Schedule

Weekly, from 8/31/2016 to 5/26/2017

VI. Technical Assistance Items

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

G2. If teacher-led small group instruction is used with fidelity, then the needs of all learners will be met.

G2.B7 Lack of Resources to Conduct Teacher-Led Small Groups

G2.B7.S2 Use research-based materials in teacher-led small groups to provide remediation to students.

TA Opportunity 1

Research materials that best match the level of complexity of the standards to meet the expected outcomes.

Facilitator

Administration/PLC Leads

Participants

Teachers

Schedule

Quarterly, from 9/28/2016 to 5/26/2017

VII. Budget

1	G1.B1.S2.A1	Use 20 Literacy Strategies to Meet the Common Core to develop more specific instructional strategies to meet student learning needs.	$0.00
2	G1.B14.S1.A1	Access data using Performance Matters and Unify	$0.00
3	G1.B7.S1.A1	Administration will provide training on the MTSS process that is differentiated to meet the needs of all teachers.	$0.00
4	G2.B3.S1.A1	Utilize district-led professional development to plan lessons that incorporates teacher-led small group.	$0.00
5	G2.B7.S1.A1	Analyze curriculum guide standards and sequence of resources against the content limits of each standard to form lessons that meet small groups of student needs.	$0.00
6	G2.B7.S2.A1	Research materials that best match the level of complexity of the standards to meet the expected outcomes.	$0.00
7	G2.B7.S3.A1	Develop a resource library to create a bank of activities to help students meet specific needs in teacher-led small groups.	$0.00
8	G3.B1.S1.A1	Read and plan with PLC partners after reviewing student data	$0.00
9	G3.B1.S1.A2	Read and plan with PLC partners after reviewing student data	$0.00
10	G3.B1.S1.A3	Read and plan with PLC partners after reviewing student data	$0.00
11	G3.B4.S1.A1	Generate a list of manipulatives in a resource library catalog for all math topics in all math classes.	$0.00

12	G3.B4.S1.A2	Generate a list of manipulatives in a resource library catalog for all math topics in all math classes.	$0.00
13	G3.B6.S1.A1	Common planning time with the PLC will be conducted weekly to plan differentiated learning opportunities.	$0.00
14	G3.B8.S1.A1	Create consistent student expectations by department for students to participate in differentiated instruction activities.	$0.00
		Total:	$0.00