Twin Lakes Academy Middle School

2016-17 Schoolwide Improvement Plan

Twin Lakes Academy Middle School

8050 POINT MEADOWS DR, Jacksonville, FL 32256

http://www.duvalschools.org/tlam

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	52%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

*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 Twin Lakes Academy Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Twin Lakes Academy Middle is to provide every student, in every classroom, every day with a safe, caring, engaging and challenging learning environment that promotes the rigorous and relevant educational experiences necessary to perform at or above grade level standards.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in high school.

2. School Environment

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

Teachers implement activities that allow students to share things about themselves and build relationships with teachers and other students.

Activities are also planned throughout the year by the Twin Lakes Academy Middle Leadership Team that help build relationships between students and teachers and promotes a positive school culture. Some of those include Challenge Day, in school games like football and soccer, many clubs and activities, and this year we started HERO which is a software program designed to reward students who maintain positive behaviors.

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

Twin Lakes Academy Middle implements CHAMPs and Foundations school wide. Foundations is used to set expectations and structure the environment outside of the classroom and throughout campus. Guidelines for Success are also taught and posted for student reference.

CHAMPs is implemented by teachers in classrooms to set expectations for students and to provide positive reinforcement for following those expectations.

We added security to our staff (three) to ensure safety before and after school, during lunch and class changes. Our security officers monitor each building through out the day and maintain student safety on campus every day.

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.

One of our initiatives this year is to minimize student movement during instructional time and reduce the student traffic in our house administrative offices. Students must have hall passes to be in the hallways and we implemented systems to eliminate bottlenecks in admin areas. (No more lines for ID's, dress code and general roaming in the hallways).

Twin Lakes will implement a full Positive Behavioral Support Plan. This plan will be comprised of

several different components. The PBIS plan includes the use of Foundations and Guidelines for Success to structure the school campus and set expectations for students. Teachers are trained during pre-planning and provided with lessons to complete with students. A schedule for lessons is included in the Opening of School packet/schedule. These lessons are retaught in January to remind students of procedures and expectations.

Students not meeting classroom or school campus expectations have interventions implemented by a teacher, assistant principal, or will be referred to the Dean of Students. The Dean of Students will use district guidelines to provide interventions/consequences for these students. The school Dean of Students attends monthly training to aid in providing consistent and clear interventions for students.

This year, Twin Lakes Academy Middle will implement a Restorative Justice Program during the school day. The school guidance department and the Dean's office will identify students needing support and ask teachers to refer students who will benefit from working with their peers in order to cope with minor issues in adjusting to middle school.

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.

The Twin Lakes Academy Middle guidance department conducts training for all faculty and staff. Procedures are in place for student referral to guidance for counseling or other support services.

Guidance counselors are also involved with academic conferences and attendance meetings so that support services can be provided or recommended for parents and students.

This year we will again have Challenge Day for 300 of our students who need extra emotional support. This is a day of dropping the line and getting real with each other. Students learn to be vulnerable and that many others are also going through tough events in their lives. We follow up with a "Be The Change" club here at school.

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.

Teachers track daily attendance and report concerns to the Student Services. Student Service then reviews attendance and schedule attendance meetings with parents and our district attendance officer.

Dean of Students tracks student discipline in accordance with the Duval County Code of Conduct. ISSP Teacher follows a curriculum that incorporates round table discussion to help students identify better solutions to situations that they encounter.

Principal, Assistant Principals and Guidance Counselors monitor student progress and work alongside teachers to encourage student success. Teachers also plan as a team every other day in order to allow teachers to have parent conferences and share student concerns.

Level 1 students are scheduled into Intensive Reading and/or Intensive Math classes to help target and improve these skills.

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	10	10	14	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	68	81	59	0	0	0	0	208
Course failure in ELA or Math	0	0	0	0	0	0	6	20	22	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	61	68	93	0	0	0	0	222

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	9	31	42	0	0	0	0	82

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

ISSP Teacher follows a curriculum that works to help students understand the consequences of their actions and to work towards making better choices for success.

Assistant Principals and Guidance Counselors track progress of students exhibiting two of more early warning indicators. Student progress is tracked and progress meetings are scheduled to help encourage student success.

Teachers track student progress and behavior and discuss effective interventions during their common planning times. Grade Level Teams utilize their PLC time to hold parent conferences and to discuss student progress.

Tutoring available for all students who need assistance in math and language arts.

Motivational coach available for students who exhibit multiple warning indicators.

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

Twin Lakes hosted four student orientations before school started. We had our first two day orientation for 6th graders. 145 students attended. We had 721 attend one of the four orientations which represents 61% of Twin Lakes Academy Middle's students. An Open House was held on September 30, 2016 to allow parents and students to attend together to tour the school and hear teacher expectations as a family. Throughout the year, Twin Lakes Academy Middle School will seek

to engage parents in activities by offering night time parent involvement activities that meet student and parent needs.

We have partnered with the MARCC organization to assist with tutoring students in our lowest income neighborhood.

We send out school messages via phone, email, and FOCUS portal in communicating the school's mission and vision. This year we are maintaining three social media accounts to help reach our parents and communicate daily: twitter, instagram and flickr. We also have a state of the art website that is updated weekly!

I added customer service feedback forms to provide outstanding customer service to everyone who enters our school.

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.

I have designated a member of my leadership team and our SAC as our Community and Business partner liaison. Mr. Joyner and Mrs. Garrett are actively seeking business partners. We have added 4 business banners displayed on our fences in front of the school. We are growing our outreach to foster and support the relationship to meet the needs of the school, school organizations, and of the community/business partner.

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
Tuschhoff, Tammy	Principal
Clark, Allison	Other
Harvey, Jane	Instructional Technology
Shaw, Sharonette	Assistant Principal
Waltbillig, Angel	Assistant Principal
Bean-Pinkney, Jo-den	Instructional Coach

b. Duties

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

TBD

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 Admin team (Principal and Assistant Principal) and the Leadership team (15 school key leaders) meets weekly to monitor progress and state of the school and make adjustments to school structure, instruction, and support as needed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tammy Tuschhoff	Principal
Yvette Primus	Parent
Maureen McKinney	Teacher
Greg Gorman	Teacher
Beth Oberlander	Parent
Brenda Flask	Parent
Jen Gibson	Parent
Laura Leuthold	Parent
Jay King	Parent
Tamara Gill	Parent
	Student

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 School Advisory Council will review data from last year as it relates to the goals outlined in last years school improvement plan. The School Advisory Council will discuss the results and develop next steps for the school as it relates to improving on the previous years data.

b. Development of this school improvement plan

The school advisory council provides input and support on initiatives to support school culture and student achievement. They also provide school information to all stakeholders.

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

The School Advisory Council is provided the information on the school budget. It will also be provided all the information on student data and goals for the 2015-2016 school year. The council will then work together to develop action steps and possible interventions for school wide implementation to support these goals.

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

The school advisory council will hear requests for funds from any school stakeholder. The request for funds must help to meet the achievement of goals as outlined in the school improvement plan.

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
Tuschhoff, Tammy	Principal
Clark, Allison	Instructional Coach
Bean-Pinkney, Jo-den	Instructional Coach
Forrest, Melissa	Instructional Coach

b. Duties

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

The Literacy Leadership team will monitor the implementation of the new Reading and ELA curriculum in all classes. The LLT will also work to provide training for core subject area teachers who need professional development in relation to the new reading and writing expectations for all students.

D. Public and Collaborative Teaching

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

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

Teachers have opportunities to plan with teachers of their same subject and those on their team.

One day a week is designated as subject area common planning. This allows time for teachers that teach the same grade level and subject to look at data, plan instruction, and receive focused training.

Teachers also share at least one day of week of planning with their grade level. This allows for interdisciplinary planning, professional development by grade level, and focused intervention planning for shared students.

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

The school invites local universities to visit and is a partner of the University of North Florida Educator Preparation Institute.

The administration encourages the practice of pre-interns and interns to help find qualified teaching candidates.

New teachers are assigned a mentor and supported with school based and district coaches.

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

Every new teacher is assigned a mentor with like certification. Assigned mentors conduct informal observations, provide feedback, and assist with lesson planning. Professional development is offered to teachers at the school and district level.

Monthly MINT check ups are held for mentors and new teachers to monitor progress and keep them motivated, engaged and supported throughout the year.

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.

Twin Lakes Academy Middle implements a standard based curriculum developed by the instructional department of Duval County Public Schools. The curriculum implementation is supported by walk through, informal and formal observations.

Professional Development on the Florida Standards and the curriculum is provided to administrators and teachers.

Any weakness in delivery of the standard based instruction is targeted with direct feedback to the teacher and focused professional development.

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.

Student data is used to appropriately schedule students in core classes. Multiple data points are also used to schedule students into either a support reading course or a support math course.

Teachers use formal and informal assessments during the school year to provided differentiated instruction and to provide supplemental support to students. These supplemental supports are available to students during the school day, in after school supervised instruction, and at home.

Student progress is monitored through regular assessment in order to make adjustments to instruction.

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

Strategy: Extended School Day

Minutes added to school year: 2,880

Students will receive reading and math instruction after school

Strategy Rationale

To provide additional support in a small learning environment.

Strategy Purpose(s)

- Core Academic Instruction
- 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

Student progress will be monitored by district curriculum guide assessments

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.

Beginning in October, Twin Lakes Academy Middle begins to implement parent nights and programs to involve and inform our parents with their students' school.

For incoming 6th grade students, several parent nights are held here at Twin Lakes Academy Middle. This allows parents and students to learn about the programs and safety nets offered. All projected 6th grade students are also invited to come on a school visit during the school day. Twin Lakes Academy hosts projected campus tours for all interested students. Once the school year begins, 6th graders are in a designated section of the building separate from other grade levels. These students are scheduled on a team of core teachers. These teachers provide support to their students to help them make the transition to middle school.

Twin Lakes Academy Middle counselors teach lessons on various topics during the 6th, 7th, and 8th grade school years. During their 8th grade year these students are also provided additional curriculum through their Social Studies classes on college and career planning. Twin Lakes Academy Middle also hosts a "high school night" and invites all neighborhood and magnet programs an opportunity to provide information to students and parents.

b. College and Career Readiness

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

Students are all enrolled in the 8th grade History course that contains a career planning component and standards. Students are taught guidance lessons as part of the career component and visited by feeder high schools to learn about high school courses and programs.

8th grade CTE students will have the opportunity to got to FSCJ in the fall.

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

Career and Technical education courses are being implemented in all three grade levels. Students are able to receive industry certification in IC3 which is a global standard certification in computers.

CTE is rooted in Information & Communications Technology (ICT) Essentials I, II & III, which is a series of three technology courses that are open to students in grades 6-8. The purpose of these courses is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.

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

Career and Technical Education teachers are involved on the instructional leadership team and with common planning. This allows for planning of interdisciplinary lessons with core area teachers.

The teachers work together to plan a S.T.E.A.M. night every year that shows the connection between core subjects and the career and technical fields.

Twin Lakes boasts a state of the art PITSCO STEM lab. 7th and 8th grade students are able to construct robots, use flight simulators, Computer Graphics and Animation, dive into Energy, Power and Mechanics, Lights & Lasers, Rocketry & Space and Agriculture.

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.

NA

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.

Student proficiency has had a steady decline over the last 4 years. Gains by our lower quartile have had the most decline. Discipline issues have risen. The result has been a drop in enrollment and a lack of confidence in our ability to meet the needs of our stakeholders.

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.

In looking at the data, feedback from students, teachers, parents the downward trend is a result of low teacher support and morale. This has led to increased tension, discipline issues, and lower quality instruction across the campus.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we work with teachers to develop and deliver engaging and challenging instruction, we can improve student learning that will result in increasing student achievement in all content areas.

G2.   If we work with teachers to develop effective classroom management strategies we can improve student engagement across all subjects and grade levels which will result in increasing student achievement in all content areas.

G3.   If we increase the number of positive rewards for students, we will decrease the number of discipline incidents school wide which will result in fewer suspensions and increase student learning in the classroom.

Strategic Goals Detail

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

G1. If we work with teachers to develop and deliver engaging and challenging instruction, we can improve student learning that will result in increasing student achievement in all content areas. 1a

🔍 G086633

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	90.0
Developing Teachers (Performance Rating)	100.0
Teacher attendance rate	30.0

Targeted Barriers to Achieving the Goal 3

- Changes in curriculum and limited planning time for teachers inhibits many teachers from learning and preparing the content well.

- Students not connected to the teacher or subject struggle to stay on task.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Assistant Principals, PD, and peer teachers

Plan to Monitor Progress Toward G1. 8

Examine early student achievement data in all content areas

Person Responsible
Tammy Tuschhoff

Schedule
Weekly, from 11/9/2016 to 6/1/2017

Evidence of Completion
Data charts, PLC notebooks

G2. If we work with teachers to develop effective classroom management strategies we can improve student engagement across all subjects and grade levels which will result in increasing student achievement in all content areas. 1a

🔑 G086634

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSAA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- Students who are behind grade level lack background knowledge to keep up with the curriculum pacing

- Poor attendance and discipline issues keep some students out of the classroom missing instruction

- Instruction poorly planned and executed will cause students to disengage

Resources Available to Help Reduce or Eliminate the Barriers 2

- Enrichment Math and Reading classes for our lowest level students

- Early interventions - Parent conferences, Dean, Guidance Counselors, ESE support, ESOL paraprofessional, Restorative Justice, tutoring

- Teacher professional development - Walk through observations, informal and formal observations, common planning

- SAI funds will be used to tutor targeted students who need the extra support to reach proficiency at grade level

Plan to Monitor Progress Toward G2. 8

Monitoring for the effectiveness of the school-wide PBIS

Person Responsible
Sharonette Shaw

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

Evidence of Completion
Discipline records

G3. If we increase the number of positive rewards for students, we will decrease the number of discipline incidents school wide which will result in fewer suspensions and increase student learning in the classroom.

`1a`

🔑 G086635

Targets Supported `1b`

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	5.0
District Parent Survey	5.0
Discipline incidents	1000.0

Targeted Barriers to Achieving the Goal `3`

- High number of physical altercations between students

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

- Restorative Justice

- Early adult intervention

- TLAE next door

- Communication tools - website, school messenger, volunteers, parent academy, grade portal

Plan to Monitor Progress Toward G3. `8`

Monitoring effectiveness of strategies to improve student behavior

Person Responsible
Sharonette Shaw

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

Evidence of Completion
Decrease in student behavior problems and resulting referrals Monthly and end-of-year FOCUS reports on discipline Classroom walk-throughs demonstrate consistent procedures school-wide

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If we work with teachers to develop and deliver engaging and challenging instruction, we can improve student learning that will result in increasing student achievement in all content areas. `1`

🔑 G086633

G1.B1 Changes in curriculum and limited planning time for teachers inhibits many teachers from learning and preparing the content well. `2`

🔑 B230268

G1.B1.S1 Ensure teachers attend all curriculum training by content and with their peers during the year and in the summer. `4`

🔑 S242915

Strategy Rationale

Teachers who do not attend training struggle with delivering the new material which becomes frustrating for the teacher and his or her students.

Action Step 1 `5`

Have teachers add summer teaching academy and common planning to their IPDP's

Person Responsible

Tammy Tuschhoff

Schedule

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

Evidence of Completion

IPDP and CAST, Domain 4

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

Read and approve each teachers IPDP

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

IPDP's in CAST portal

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

Walk-Through and Classroom observation analysis and next steps

Person Responsible

Tammy Tuschhoff

Schedule

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

Evidence of Completion

Next steps for teachers and Culture and Climate walk-through analysis.

G1.B1.S2 Have administrators lead core subject PLC's to ensure common planning and common assessments that are engaging and challenging. 4

S242916

Strategy Rationale

Leaders must inspect what they expect. With admin oversight and leadership, teachers will be more engaged and committed.

Action Step 1 5

Assign each AP and me to a core department to monitor for the year

Person Responsible

Tammy Tuschhoff

Schedule

On 6/2/2017

Evidence of Completion

PLC minutes, lesson plans and walkthrough observations

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

Weekly Admin meetings

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Meeting minutes, walkthrough forms, data points

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

Student performance on District and school Common Assessments

Person Responsible

Jo-den Bean-Pinkney

Schedule

Monthly, from 9/6/2016 to 5/8/2017

Evidence of Completion

Data board, performance matters

G1.B1.S3 Increase the teacher feedback and make it more timely when leaders conduct walkthrough observations. `4`

🔑 S242917

Strategy Rationale

We are doing a good job monitoring student learning and teaching, but we are not so diligent in providing high quality feedback that leads to improved instruction.

Action Step 1 `5`

Add a block on the walkthrough form noting time/date admin met with the teacher to provide feedback

Person Responsible

Sharonette Shaw

Schedule

On 10/28/2016

Evidence of Completion

Updated walkthrough form

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

Administrative meetings - check for feedback provided annotation

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 10/31/2016 to 4/30/2017

Evidence of Completion

The walkthrough forms signed and filled out

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

Classroom observations should increase and improve over time

Person Responsible

Tammy Tuschhoff

Schedule

Biweekly, from 10/31/2016 to 4/30/2017

Evidence of Completion

Region observation log, walkthrough forms

G1.B2 Students not connected to the teacher or subject struggle to stay on task. `2`

🔑 B230269

G1.B2.S1 Provide PD for teachers who struggle to connect with all students. I want teachers to visit other teachers who have strong relationship building skills. `4`

🔑 S242918

Strategy Rationale

Teachers don't know what they don't know. They need to see other adults having success with students they are not.

Action Step 1 `5`

Plan professional development sessions led by model teachers from within the school and experts from outside the school.

Person Responsible

Tammy Tuschhoff

Schedule

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

Evidence of Completion

Framed certificate for each model classroom every week

Action Step 2 `5`

Use walkthrough observations to identify students who are not engaged in the learning.

Person Responsible

Angel Waltbillig

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Bulletin board posted school wide with data and recognition in faculty meetings

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

Monitor classroom referrals

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 6/3/2016 to 6/2/2017

Evidence of Completion

Weekly Discipline report

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

Formative and Summative assessments

Person Responsible

Tammy Tuschhoff

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

District assessments, Achieve 3000, Iready

G2. If we work with teachers to develop effective classroom management strategies we can improve student engagement across all subjects and grade levels which will result in increasing student achievement in all content areas. 1

🔑 G086634

G2.B1 Students who are behind grade level lack background knowledge to keep up with the curriculum pacing 2

🔑 B230270

G2.B1.S1 Use of Achieve 3000 and interactive journals in core classes to support literacy across all content areas. 4

🔑 S242919

Strategy Rationale

Online district program tailored to a students' reading level that can be done in school or at home. Lexile levels adjusted monthly based on student performance.

Action Step 1 5

Monitor teacher usage on Achieve 3000

Person Responsible

Jo-den Bean-Pinkney

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Achieve 3000 reports

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

Classroom observations

Person Responsible

Schedule

Weekly, from 9/6/2016 to 5/1/2017

Evidence of Completion

Use of Achieve 3000 and evidence of interactive journals

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

Improvement of student answers when presented with text based questions.

Person Responsible

Jo-den Bean-Pinkney

Schedule

Biweekly, from 10/3/2016 to 5/29/2017

Evidence of Completion

G2.B1.S2 Teacher led, small group instruction based on assessment designed to remediate skill deficiencies or misconceptions. `4`

🔑 S242920

Strategy Rationale

Infused in the teaching model is time for teacher to remediate students in the classroom.

Action Step 1 `5`

Monitor lesson plans for differentiation and observe teacher led centers in the classroom

Person Responsible

Tammy Tuschhoff

Schedule

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

Evidence of Completion

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

Admin walkthroughs and lesson plan inspections

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Walkthrough forms and CAST evaluations

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

Common Assessments to ensure remediation is working

Person Responsible

Tammy Tuschhoff

Schedule

Biweekly, from 10/24/2016 to 6/2/2017

Evidence of Completion

G2.B1.S3 All level 2 readers will be enrolled in the critical thinking or creative writing elective which will be used to supplement the standard language arts classroom. `4`

🔧 S242921

Strategy Rationale

Without enough reading teachers, we cannot place every level 1 and 2 reader in the intensive reading course. Having an elective designed to improve reading and writing will give them the additional support needed to succeed in their ELA course and the FSA.

Action Step 1 `5`

Master Schedule

Person Responsible

Angel Waltbillig

Schedule

Weekly, from 7/11/2016 to 10/31/2016

Evidence of Completion

Teacher and student schedules

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Verify level 2 readers and inspect their schedule

Person Responsible

Angel Waltbillig

Schedule

Quarterly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Master schedule and performance matters

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Monitor data in those elective classes

Person Responsible

Jo-den Bean-Pinkney

Schedule

Every 3 Weeks, from 10/24/2016 to 6/2/2017

Evidence of Completion

Performance matters school and district based assessments, Achieve 3000

G2.B2 Poor attendance and discipline issues keep some students out of the classroom missing instruction
2

🔍 B230271

G2.B2.S1 Use reports in focus and teacher observations to intervene early with students who are not coming to school regularly. 4

🔍 S242922

Strategy Rationale

Monitoring attendance can help us with early intervention and remove any barriers to coming to school.

Action Step 1 5

Identify attendance issues and conduct AIT meetings to address and fix issue

Person Responsible

Sharonette Shaw

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

AIT meeting forms and notes in house admin - Mrs. Grandison

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

Have teacher identify students who have stopped coming to their class

Person Responsible

Sharonette Shaw

Schedule

Monthly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Focus attendance reports, teacher email contact, student communication log

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

Focus attendance reports

Person Responsible

Sharonette Shaw

Schedule

Quarterly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Focus reports and excessive attendance report

G2.B3 Instruction poorly planned and executed will cause students to disengage `2`

🔑 B230272

G2.B3.S1 Decrease the number of level 1 and 2 referrals `4`

🔑 S242923

Strategy Rationale

Students who are distracted by others or sent out of class for behavior will not learn.

Action Step 1 `5`

Provide professional development for teachers who have the highest classroom incidents.

Person Responsible

Tammy Tuschhoff

Schedule

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

Evidence of Completion

Culture and Climate walk-throughs to determine needs assessment

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

Discussion of activities to implement during common planning

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 10/20/2016 to 6/2/2017

Evidence of Completion

Common planning agendas and make and takes from teachers

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

Classroom walk-throughs and observations focusing on student engagement

Person Responsible

Tammy Tuschhoff

Schedule

Daily, from 10/20/2016 to 6/2/2017

Evidence of Completion

Weekly discipline report

G3. If we increase the number of positive rewards for students, we will decrease the number of discipline incidents school wide which will result in fewer suspensions and increase student learning in the classroom. 1

🔑 G086635

G3.B1 High number of physical altercations between students 2

🔑 B230273

G3.B1.S2 Establish a comprehensive supervision and PBIS plan to identify early interventions and early warning signs to prevent violent behavior 4

🔑 S242925

Strategy Rationale

Identify effective and ineffective strategies and modify as necessary

Action Step 1 5

Use controlled movement and supervision in common areas

Person Responsible

Sharonette Shaw

Schedule

Daily, from 9/22/2016 to 6/1/2017

Evidence of Completion

Before and after school and lunch supervision assignments

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

Daily supervision plan for teachers and staff

Person Responsible

Tammy Tuschhoff

Schedule

Daily, from 8/24/2016 to 6/1/2017

Evidence of Completion

Leadership meeting agendas Discipline reports in Focus

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

Discipline reports

Person Responsible

Tammy Tuschhoff

Schedule

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

Evidence of Completion

Discipline reports from the Dean and minutes from leadership meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1 A314340	Monitor teacher usage on Achieve 3000	Bean-Pinkney, Jo-den	9/1/2015	Achieve 3000 reports	6/1/2016 monthly
G1.B1.S3.A1 A314337	Add a block on the walkthrough form noting time/date admin met with the teacher to provide feedback	Shaw, Sharonette	10/24/2016	Updated walkthrough form	10/28/2016 one-time
G2.B1.S3.A1 A314342	Master Schedule	Waltbillig, Angel	7/11/2016	Teacher and student schedules	10/31/2016 weekly
G1.B1.S3.MA1 M325107	Classroom observations should increase and improve over time	Tuschhoff, Tammy	10/31/2016	Region observation log, walkthrough forms	4/30/2017 biweekly
G1.B1.S3.MA1 M325108	Administrative meetings - check for feedback provided annotation	Tuschhoff, Tammy	10/31/2016	The walkthrough forms signed and filled out	4/30/2017 weekly
G2.B1.S1.MA1 M325113	Classroom observations		9/6/2016	Use of Achieve 3000 and evidence of interactive journals	5/1/2017 weekly
G1.B1.S2.MA1 M325105	Student performance on District and school Common Assessments	Bean-Pinkney, Jo-den	9/6/2016	Data board, performance matters	5/8/2017 monthly
G1.B2.S1.A1 A314338	Plan professional development sessions led by model teachers from within the school and experts...	Tuschhoff, Tammy	9/26/2016	Framed certificate for each model classroom every week	5/26/2017 monthly
G2.B1.S1.MA1 M325112	Improvement of student answers when presented with text based questions.	Bean-Pinkney, Jo-den	10/3/2016		5/29/2017 biweekly
G1.MA1 M325111	Examine early student achievement data in all content areas	Tuschhoff, Tammy	11/9/2016	Data charts, PLC notebooks	6/1/2017 weekly
G2.MA1 M325122	Monitoring for the effectiveness of the school-wide PBIS	Shaw, Sharonette	10/1/2016	Discipline records	6/1/2017 biweekly
G3.MA1 M325129	Monitoring effectiveness of strategies to improve student behavior	Shaw, Sharonette	10/1/2016	Decrease in student behavior problems and resulting referrals Monthly and end-of-year FOCUS reports on discipline Classroom walk-throughs demonstrate consistent procedures school-wide	6/1/2017 biweekly
G3.B1.S2.MA1 M325125	Discipline reports	Tuschhoff, Tammy	10/1/2016	Discipline reports from the Dean and minutes from leadership meetings	6/1/2017 biweekly
G3.B1.S2.MA1 M325126	Daily supervision plan for teachers and staff	Tuschhoff, Tammy	8/24/2016	Leadership meeting agendas Discipline reports in Focus	6/1/2017 daily
G3.B1.S2.A1 A314346	Use controlled movement and supervision in common areas	Shaw, Sharonette	9/22/2016	Before and after school and lunch supervision assignments	6/1/2017 daily
G1.B1.S1.MA1 M325103	Walk-Through and Classroom observation analysis and next steps	Tuschhoff, Tammy	8/22/2016	Next steps for teachers and Culture and Climate walk-through analysis.	6/2/2017 daily
G1.B1.S1.MA1 M325104	Read and approve each teachers IPDP	Tuschhoff, Tammy	9/5/2016	IPDP's in CAST portal	6/2/2017 weekly
G1.B1.S1.A1 A314335	Have teachers add summer teaching academy and common planning to their IPDP's	Tuschhoff, Tammy	8/15/2016	IPDP and CAST, Domain 4	6/2/2017 annually
G1.B2.S1.MA1 M325109	Formative and Summative assessments	Tuschhoff, Tammy	9/26/2016	District assessments, Achieve 3000, Iready	6/2/2017 monthly
G1.B2.S1.MA1 M325110	Monitor classroom referrals	Tuschhoff, Tammy	6/3/2016	Weekly Discipline report	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
G1.B2.S1.A2 🔑 A314339	Use walkthrough observations to identify students who are not engaged in the learning.	Waltbillig, Angel	9/26/2016	Bulletin board posted school wide with data and recognition in faculty meetings	6/2/2017 weekly
G2.B2.S1.MA1 🔑 M325118	Focus attendance reports	Shaw, Sharonette	10/24/2016	Focus reports and excessive attendance report	6/2/2017 quarterly
G2.B2.S1.MA1 🔑 M325119	Have teacher identify students who have stopped coming to their class	Shaw, Sharonette	10/24/2016	Focus attendance reports, teacher email contact, student communication log	6/2/2017 monthly
G2.B2.S1.A1 🔑 A314343	Identify attendance issues and conduct AIT meetings to address and fix issue	Shaw, Sharonette	10/3/2016	AIT meeting forms and notes in house admin - Mrs. Grandison	6/2/2017 monthly
G2.B3.S1.MA1 🔑 M325120	Classroom walk-throughs and observations focusing on student engagement	Tuschhoff, Tammy	10/20/2016	Weekly discipline report	6/2/2017 daily
G2.B3.S1.MA1 🔑 M325121	Discussion of activities to implement during common planning	Tuschhoff, Tammy	10/20/2016	Common planning agendas and make and takes from teachers	6/2/2017 weekly
G2.B3.S1.A1 🔑 A314344	Provide professional development for teachers who have the highest classroom incidents.	Tuschhoff, Tammy	8/22/2016	Culture and Climate walk-throughs to determine needs assessment	6/2/2017 quarterly
G1.B1.S2.MA1 🔑 M325106	Weekly Admin meetings	Tuschhoff, Tammy	10/24/2016	Meeting minutes, walkthrough forms, data points	6/2/2017 weekly
G1.B1.S2.A1 🔑 A314336	Assign each AP and me to a core department to monitor for the year	Tuschhoff, Tammy	10/24/2016	PLC minutes, lesson plans and walkthrough observations	6/2/2017 one-time
G2.B1.S2.MA1 🔑 M325114	Common Assessments to ensure remediation is working	Tuschhoff, Tammy	10/24/2016		6/2/2017 biweekly
G2.B1.S2.MA1 🔑 M325115	Admin walkthroughs and lesson plan inspections	Tuschhoff, Tammy	10/24/2016	Walkthrough forms and CAST evaluations	6/2/2017 weekly
G2.B1.S2.A1 🔑 A314341	Monitor lesson plans for differentiation and observe teacher led centers in the classroom	Tuschhoff, Tammy	8/22/2016		6/2/2017 weekly
G2.B1.S3.MA1 🔑 M325116	Monitor data in those elective classes	Bean-Pinkney, Jo-den	10/24/2016	Performance matters school and district based assessments, Achieve 3000	6/2/2017 every-3-weeks
G2.B1.S3.MA1 🔑 M325117	Verify level 2 readers and inspect their schedule	Waltbillig, Angel	10/24/2016	Master schedule and performance matters	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If we work with teachers to develop and deliver engaging and challenging instruction, we can improve student learning that will result in increasing student achievement in all content areas.

G1.B1 Changes in curriculum and limited planning time for teachers inhibits many teachers from learning and preparing the content well.

G1.B1.S1 Ensure teachers attend all curriculum training by content and with their peers during the year and in the summer.

PD Opportunity 1

Have teachers add summer teaching academy and common planning to their IPDP's

Facilitator

Tuschhoff/Shaw/Waltbillig

Participants

Teachers

Schedule

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

G2. If we work with teachers to develop effective classroom management strategies we can improve student engagement across all subjects and grade levels which will result in increasing student achievement in all content areas.

G2.B1 Students who are behind grade level lack background knowledge to keep up with the curriculum pacing

G2.B1.S2 Teacher led, small group instruction based on assessment designed to remediate skill deficiencies or misconceptions.

PD Opportunity 1

Monitor lesson plans for differentiation and observe teacher led centers in the classroom

Facilitator

Model teacher observations

Participants

Identify tier III teachers and have them work with Tier I 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.

G2. If we work with teachers to develop effective classroom management strategies we can improve student engagement across all subjects and grade levels which will result in increasing student achievement in all content areas.

G2.B1 Students who are behind grade level lack background knowledge to keep up with the curriculum pacing

G2.B1.S1 Use of Achieve 3000 and interactive journals in core classes to support literacy across all content areas.

TA Opportunity 1

Monitor teacher usage on Achieve 3000

Facilitator

Achieve 3000 representative

Participants

Reading, Language Arts, Science, and Social studies teachers.

Schedule

Monthly, from 9/1/2015 to 6/1/2016

VII. Budget

1	G1.B1.S1.A1	Have teachers add summer teaching academy and common planning to their IPDP's	$0.00
2	G1.B1.S2.A1	Assign each AP and me to a core department to monitor for the year	$0.00
3	G1.B1.S3.A1	Add a block on the walkthrough form noting time/date admin met with the teacher to provide feedback	$0.00
4	G1.B2.S1.A1	Plan professional development sessions led by model teachers from within the school and experts from outside the school.	$0.00
5	G1.B2.S1.A2	Use walkthrough observations to identify students who are not engaged in the learning.	$0.00
6	G2.B1.S1.A1	Monitor teacher usage on Achieve 3000	$0.00
7	G2.B1.S2.A1	Monitor lesson plans for differentiation and observe teacher led centers in the classroom	$0.00
8	G2.B1.S3.A1	Master Schedule	$0.00
9	G2.B2.S1.A1	Identify attendance issues and conduct AIT meetings to address and fix issue	$0.00
10	G2.B3.S1.A1	Provide professional development for teachers who have the highest classroom incidents.	$0.00
11	G3.B1.S2.A1	Use controlled movement and supervision in common areas	$0.00

	Total:	$0.00