



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jean Ribault Middle School

3610 RIBAUT SCENIC DR

Jacksonville, FL 32208

904-924-3062

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

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 74%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 C	2009-10 F
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jean Ribault Middle School

Principal

Angela Maxey

School Advisory Council chair

Siottis Jackson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Angela Maxey	Principal
Latisha Harvey	Assistant Principal
Vernita Moore	Science Coach
Kelly Carlson	Math Coach
Jamia Baker-Madden	Math Coach
Maleika Lawson	Reading Coach
Rick Kane	Assistant Principal

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC members are voted or appointed. SAC Chairperson is Siottis Jackson, SAC Vice Chairperson - Jean Marc St. Fleur, Talisha Daniels (student), Secretary, 2 Community Members, School Security, 2 Parents and Principal.

Involvement of the SAC in the development of the SIP

Activities of the SAC for the upcoming school year

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angela Maxey

Principal

Years as Administrator: 10

Years at Current School: 2

Credentials

Master of Education in Educational Leadership
 Elementary Education Certification
 Educational Leadership Certification
 School Principal Certification

Performance Record

Principal or JRES in 2010-2011: Grade C,
 o Reading Mastery 68%; Math Mastery 70%; Science Mastery 23%.
 o Reading Gains 59%; Math Gains 61%.
 o AYP: 100%. All subgroups made AYP.
 Principal of JRES in :2009-2010: Grade B,
 o Reading Mastery 65%; Math Mastery 68%; Science Mastery 30%
 o Reading Gains 66%; Math Gains 67%.
 o AYP: 82%. ED and black did not make AYP in Reading or Math.
 Principal of JRES in :2008-2009: Grade: D,
 o Reading Mastery: 49%, Math mastery: 40%, Science Mastery: 27%.
 o AYP: 82%, ED and black did not make AYP in reading and math.
 2007-2008: Grade: C,
 o Reading Mastery 53%, Math Mastery 37%, Science Mastery 26%.
 o AYP 87%, Reading Black did not and in Math Black and ED did not.
 2006-2007: Grade D,
 o Reading Mastery: 46%, Math Mastery 43%, Science 13%.
 o AYP: 82%, Black, ED did not make AYP in reading and math.
 2005-2006: Grade B,
 o Reading Mastery 54%, Math Mastery 54%.
 o AYP: 87%, Black, ED did not make AYP in math.
 2004-2005: Grade: B,
 o Reading Mastery 50%, Math mastery 49%.
 o AYP: 100%, All subgroups made AYP.

Latisha Harvey

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Bachelor's of Arts in Communications;
 Masters of Education in Administration and Supervision
 FLDOE Certification English 5-9
 FLDOE Certification Reading Endorsement
 FLDOE Certification Education Leadership (all levels)
 FLDOE Certification School Principal (all levels)

Performance Record

During the 2010-2011 school year, Ms. Harvey was an instrumental team member to change the instructional focus of A. Philip Randolph High School which resulted in 22% of the students scored proficient in Reading, 43% made gains, and 49% demonstrated gains in the bottom quartile. In regards to writing, 81% of the students scored 4.0 or above. AYP was met in writing. The school did not make AYP in any sub group. Ms. Harvey was the administrator over the ELA/Reading department. The school moved from a Florida School Grade Accountability "F" to a "C".

Ms. Harvey was the administrator over the ELA department. The school moved from a Florida School Grade Accountability "C" to a historical "A" in 2012, increasing writing to 83% proficient.

Ms. Harvey was the administrator over the ELA department increasing writing to 88% proficiency despite state changes in writing. The school moved from a Florida School Grade Accountability "A" to enough points to keep an "A" but because the threshold was not in reading gains the school was assigned a grade of a "B" in 2013.

Instructional Coach Jefferson Davis Middle School- 2009-2010: Grade C Reading Proficiency 49%; Making Gains 57%; Lowest 25 % making gains 65%; 93% scored a 3.0 or above, school wide, writing; the school did not meet AYP in reading.

Teacher Jefferson Davis Middle School 2008-2009: Grade B. Reading Proficiency 47%; Making gains 53%; Lowest 25% Making Gains 75%; teacher subgroups met AYP in Reading; 98% met level of proficiency in writing; all teacher subgroups made AYP except SWD; school did not meet AYP

Teacher Jefferson Davis Middle School 07-08 Grade B Reading Proficiency 49%; Making Gains in Reading 56%; Lowest 25% making gains 71%; 96% proficient in

writing; all subgroups made AYP; school made AYP

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maleika Lawson

Full-time / School-based	Years as Coach: 1	Years at Current School: 2
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Areas Reading/Literacy

Credentials

Performance Record

Vernita Moore

Full-time / School-based	Years as Coach: 1	Years at Current School: 2
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Areas Science

Credentials

Performance Record

Jamia Baker-Madden

Full-time / School-based	Years as Coach:	Years at Current School: 1
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Areas Mathematics

Credentials

Performance Record

Instructional Coach

Full-time / School-based	Years as Coach: 1	Years at Current School: 1
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Areas Mathematics

Credentials

Performance Record

Classroom Teachers

of classroom teachers

39

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

, 0%

ESOL endorsed

, 0%

reading endorsed

, 0%

with advanced degrees

, 0%

National Board Certified

, 0%

first-year teachers

14, 36%

with 1-5 years of experience

, 0%

with 6-14 years of experience

, 0%

with 15 or more years of experience

, 0%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

TFA were recruited as well as teachers with strong data from previous FCAT assessments in order build a strong core of teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers (MINT) are assigned to a veteran teacher or coach who has a proven track record.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Latisha Harvey	Assistant Principal
Maleika Lawson	Reading Coach

Name	Title
Shantilya Pratt	Reading Teacher
Angela Curry	Language Arts Teacher
Manouchka Pierre	Social Studies Teacher

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT at Jean Ribault Middle School meets monthly to address the needs of the students and facilitate the goals of the school's overall Reading and Academic Plan. The LLT consists of the Assistant Principal and a faculty members interested in serving to improve literacy instruction across the curriculum.

The Literacy Leadership Team is an integral part of the school literacy process to build a culture of reading throughout the school. During the monthly meetings, the LLT members develop workshops for instructional staff; enrich classrooms with reading literacy tools as a lifelong goal for student success, organize literacy activities for students and parents; make necessary revisions and improvements to focus lessons; and share best practices and student work

Major initiatives of the LLT

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every department, including the content areas such as science, math and social studies infuse reporting categories such as: Informational/Report, Literary Analysis, etc. into their lessons to support non-fiction reading standards.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

6th Grade students are enrolled into a Career Explorations course for one semester and a Transition Course to help them begin considering their career path upon entering middle school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

We currently offer AVID Elective as well as infuse the AVID Curriculum school-wide.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	41%	No	48%
American Indian				
Asian				
Black/African American	42%	49%	Yes	48%
Hispanic				
White	86%	89%	Yes	87%
English language learners				
Students with disabilities	53%	45%	No	58%
Economically disadvantaged	41%	49%	Yes	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	221	31%	41%
Students scoring at or above Achievement Level 4	19	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	21	60%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	371	54%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	127	63%	73%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	51	28%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	15	100%	100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	28%	No	51%
American Indian				
Asian				
Black/African American	45%	47%	Yes	51%
Hispanic				
White	65%	65%	Yes	69%
English language learners				
Students with disabilities	53%	47%	No	58%
Economically disadvantaged	44%	40%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	22%	32%
Students scoring at or above Achievement Level 4	23	4%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	39%	49%
Students scoring at or above Level 7	22	63%	73%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	351	51%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	122	61%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	64	50%	23%
Middle school performance on high school EOC and industry certifications	47	61%	88%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	50%	70%
Students scoring at or above Achievement Level 4	47	31%	50%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	12%	20%
Students scoring at or above Achievement Level 4	13	7%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	13	100%	100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		10
Participation in STEM-related experiences provided for students	267	48%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	187	27%	15%
Students who fail a mathematics course	26	37%	15%
Students who fail an English Language Arts course	21	32%	15%
Students who fail two or more courses in any subject	23	29%	15%
Students who receive two or more behavior referrals	404	61%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	387	56%	25%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will increase parent involvement activities by 50% by offering a programs during varying times in order to attract parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement through various activities but not limited to: Parent Boot Camp, Parent STEAM Night, 8th grade Parent Night, Saturday Parent Workshops, Hosting Family Fun Day, etc.	6	1%	20%

Area 10: Additional Targets

Additional targets for the school

Our Safety Goal is to ensure that our students wear IDs, Uniforms, and carry clear or mesh backpacks daily.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
99% of students will wear IDs and uniforms and carry backpacks	603	92%	99%

Goals Summary

- G1.** Ensure that 99% of students wear IDs, uniforms, and carry backpacks.
- G2.** Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.
- G3.** All teachers will implement effective instruction aligned to standards through the Gradual Release Model.
- G4.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies for all tiered level learners
- G5.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.
- G6.** Increase Science Fair participation throughout the school.
- G7.** Implement sustainable STEM related programs within the school that increase students' interest in rigorous math and science coursework.

Goals Detail

G1. Ensure that 99% of students wear IDs, uniforms, and carry backpacks.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- United Way funds, donated uniforms and backpacks and purchase of ID machine.

Targeted Barriers to Achieving the Goal

- Most stores run out of clear, mesh backpacks quickly.
- On cold days, students have to modify uniforms and most families can not afford to purchase more than 2 or 3 shirts and pants for students to wear 5 days of week.

Plan to Monitor Progress Toward the Goal

Uniforms

Person or Persons Responsible

Admin and Dean

Target Dates or Schedule:

Monthly

Evidence of Completion:

Dress Code Violations

G2. Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- District Safe and Civil Schools Plan

Targeted Barriers to Achieving the Goal

- Lack of consequences for following school rituals and routines.

Plan to Monitor Progress Toward the Goal

Discipline reports for 2.01, 2.05, 3.15 and 3.26

Person or Persons Responsible

Dean, Assistant Principal, and Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Reports; Reduced numbers in Student code of conduct violations

G3. All teachers will implement effective instruction aligned to standards through the Gradual Release Model.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Academic Coach
- One teacher is Reading Endorsed
- Administrative Support
- Progress Monitoring Assessments
- Professional Development
- Common Planning
- Saturday School
- Team-Up
- AVID
- Magnet
- Substitute Budget Professional Development

Targeted Barriers to Achieving the Goal

- Fidelity of Gradual Release Model of Instruction
- Lack of differentiated instruction and rigor
- New Reading Curriculum

Plan to Monitor Progress Toward the Goal

All teachers will implement effective instruction aligned to standards through the Gradual Release Model.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule:

August 2013 and ongoing

Evidence of Completion:

Student data increase on CGA's, IOWA E, DAR, and FCAT 2.0

G4. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies for all tiered level learners

Targets Supported

Resources Available to Support the Goal

- FCAT 2.0 Test Maker
- Acaletics
- Algebra Nation
- Additional learning opportunities: Saturday School, Tutoring, Team Up
- Two School Based and District Coaches
- District CGAs
- Technology Cart
- School based or teacher based assessments
- Substitute budget for PD and follow up
- Staff (most) open to change
- PD days and early release days
- Administration is aware of the multiple initiatives staff is asked to do
- Common Planning time
- Administrative Support

Targeted Barriers to Achieving the Goal

- Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson
- Teachers lack of Data Driven Lessons
- Teachers lack knowledge of collaboration, data driven analysis and instruction delivery of the Gradual Release Model.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- School based science coach.
- School wide strategies PD opportunities and early release days.
- Common planning time for content area occurs daily.
- Department members are open to training opportunities.
- Resources are available for hands on learning opportunities.
- Technology cart (laptops) dedicated to each content area.
- AVID
- Magnet
- Science Explorations 1 course
- Administrative support

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of collaborative, data driven analysis and instruction delivery of the Gradual Release Model.
- Lack of Student Engagement, Differentiated Instruction, and Rigor.
- Lack of differentiated instruction and the use of data driven lessons.

Plan to Monitor Progress Toward the Goal

The number of teachers using effectively using the gradual release model, data driven instruction and consistent use of rigorous instructional activities will move from 0/5 (0%) in August 2013 to 3/5 (60%) by December 2013 and then 5/5 (100%) by February 2014. Classroom Observation Expectations: - Data driven instruction - Students critically thinking - Increased student engagement - Increased student achievement - Increase student accountable talk - Increased teacher modeling of strategies and instruction - Increase student use of school wide strategies (e.g. WICOR) -Increase in the number of exploration and application activities in science

Person or Persons Responsible

Coaches , Administration

Target Dates or Schedule:

August 2013- ongoing

Evidence of Completion:

Observations, walk through forms, lesson plans,assessment data

G6. Increase Science Fair participation throughout the school.

Targets Supported

- Science
- Science - Middle School
- STEM

Resources Available to Support the Goal

- Science coach
- Science Fair coordinator
- Magnet
- AVID
- Administration support

Targeted Barriers to Achieving the Goal

- Students' lack of knowledge and/or interest in challenging science curriculum. Students are not comfortable with the scientific method process.

Plan to Monitor Progress Toward the Goal

The number of students who actively participate in science fair will increase from 40 students to 100 students.

Person or Persons Responsible

Science coach Administration

Target Dates or Schedule:

October 2013- January 2014

Evidence of Completion:

School wide science fair

G7. Implement sustainable STEM related programs within the school that increase students' interest in rigorous math and science coursework.

Targets Supported

- Science
- Science - Middle School
- STEM

Resources Available to Support the Goal

- Science coach
- AVID
- Magnet
- Administrative support
- Science teachers
- eScience 3000
- Math coaches

Targeted Barriers to Achieving the Goal

- Students lack interest in pursuing or learning about math and science outside of normal school hours
- Students lack exposure to STEM related careers.
- Student transportation from after school programs.

Plan to Monitor Progress Toward the Goal

The number of students participating in STEM related programs and activities will increase.

Person or Persons Responsible

Science coach, Math coaches, Curriculum Integration Specialist, Administration

Target Dates or Schedule:

October 2013 - ongoing

Evidence of Completion:

The number of students participating in STEM related school programs and activities.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Ensure that 99% of students wear IDs, uniforms, and carry backpacks.

G1.B1 Most stores run out of clear, mesh backpacks quickly.

G1.B1.S1 Solicit funds to purchase mesh or clear backpacks.

Action Step 1

Donation Letter

Person or Persons Responsible

SouthPoint

Target Dates or Schedule

Summer

Evidence of Completion

Backpack giveaway assembly

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 On cold days, students have to modify uniforms and most families can not afford to purchase more than 2 or 3 shirts and pants for students to wear 5 days of week.

G1.B2.S1 Loan out old uniforms to students who show up without uniforms.

Action Step 1

Old Uniforms

Person or Persons Responsible

Guidance

Target Dates or Schedule

before school starts

Evidence of Completion

Uniform Loan logs in guidance and uniform sweeps.

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

Uniforms

Person or Persons Responsible

Admin and Dean

Target Dates or Schedule

daily

Evidence of Completion

No dress code violations

Plan to Monitor Effectiveness of G1.B2.S1

Uniforms

Person or Persons Responsible

Admin, Dean, and faculty and staff

Target Dates or Schedule

daily

Evidence of Completion

No Dress Code referrals

G2. Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.

G2.B1 Lack of consequences for following school rituals and routines.

G2.B1.S1 Train teachers and students on the "Walk and Talk" procedures

Action Step 1

Walk and Talk Procedures

Person or Persons Responsible

Dean Thorpe

Target Dates or Schedule

Pre Planning

Evidence of Completion

Positive Referral; Pre Planning Agenda; Discipline Data Report

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

Common Area and classroom behavior

Person or Persons Responsible

Dean, AP, Principal, ISSP teachers

Target Dates or Schedule

Daily, Monthly, Quarterly

Evidence of Completion

Incentive plan for rewarding Positive Behavior,

Plan to Monitor Effectiveness of G2.B1.S1

Effectiveness of PBS

Person or Persons Responsible

Dean, AP, Principal

Target Dates or Schedule

Daily, Monthly, Quarterly

Evidence of Completion

PBS Incentives; Positive Referral Count; Discipline Data Reports

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. All teachers will implement effective instruction aligned to standards through the Gradual Release Model.

G3.B2 Fidelity of Gradual Release Model of Instruction

G3.B2.S1 Design and deliver Professional Development in quality instruction, Data-based problem solving, data-based instructional delivery and Gradual Release Model.

Action Step 1

Design Professional Development Data-based problem solving, data-based instructional delivery and gradual release model.

Person or Persons Responsible

School-based leadership, School-based Coaches, District Specialist

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

School-based Coaches, District Specialist

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

Analysis of Exit tickets, progress monitoring of student growth from assessment data; CGA, DAR, and IOWA E.

G3.B2.S2 Design and implement ongoing support for teachers through weekly Common Planning.

Action Step 1

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

Person or Persons Responsible

School-based leadership and Coaches

Target Dates or Schedule

August 12, 2013

Evidence of Completion

Common Planning Norm template, agenda

Action Step 2

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

Person or Persons Responsible

School-based coaches, District Specialist

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

Minutes, agendas, sign-in sheets, logs

Plan to Monitor Fidelity of Implementation of G3.B2.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing- Every Friday

Evidence of Completion

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

G3.B2.S3 Implementation of coaching cycle which would include planning, modeling, and co-teaching with explicit feedback.

Action Step 1

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

Person or Persons Responsible

School-based coaches, District specialist

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S3

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

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S3

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

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12, 2013 and ongoing

Evidence of Completion

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

G3.B2.S4 Establishing a Model Classroom

Action Step 1

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 1-31, 2013

Evidence of Completion

Observation forms, lesson plans

Action Step 2

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

November 1, 2013 and ongoing

Evidence of Completion

Observation Forms

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Establish a Model Classroom and schedule of observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

October 1, 2013 and ongoing

Evidence of Completion

Teacher observation logs, classroom walkthroughs

Plan to Monitor Effectiveness of G3.B2.S4

Establish a Model Classroom and schedule of observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

October 1, 2013 and ongoing

Evidence of Completion

Teacher observation logs, classroom walkthroughs

G3.B3 Lack of differentiated instruction and rigor

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

Action Step 1

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

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

September and ongoing

Evidence of Completion

Coaches logs, Feedback form

Action Step 2

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

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

September and ongoing

Evidence of Completion

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

Action Step 3

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

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

September and ongoing

Evidence of Completion

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

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

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

Person or Persons Responsible

Reading Coach, District Support, Administration

Target Dates or Schedule

August and Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Curriculum Guide Assessments, DAR, IOWA E, FCAT 2.0 2014

G3.B3.S2 Implementation of Lesson Study

Action Step 1

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

Person or Persons Responsible

Reading Coach, District Specialist

Target Dates or Schedule

October and ongoing

Evidence of Completion

Lesson Plans, observations

Action Step 2

Complete lesson study, includes instructional planning, implementation, debriefing, and reteach. Topics on Socratic Seminar, Reciprocal Teaching, and Literature Circles

Person or Persons Responsible

Reading Coach, District Specialist, ELA/Reading Teachers

Target Dates or Schedule

October and ongoing

Evidence of Completion

Reflections Guide, Lesson plans, observation of implementation

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

Complete lesson study, includes instructional planning, implementation, debriefing, and reteach. Topics on Socratic Seminar, Reciprocal Teaching, and Literature Circles

Person or Persons Responsible

Reading Coach, District Support, Administration

Target Dates or Schedule

October and Ongoing

Evidence of Completion

Reflections Guide, Lesson plans, observation of implementation

Plan to Monitor Effectiveness of G3.B3.S2

• Lesson Plans (to include lesson study strategies) • Classroom Walk-throughs • Formal/Informal Observations • Common Planning Minutes • Feedback Forms • Weekly Admin/Coaches Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Artifacts ,Curriculum Guide Assessments, DAR, IOWA E, FCAT 2.0 2014,

G3.B3.S3 Implementation of Book Study for mini-lessons and literature circles.

Action Step 1

Utilize Mini-lessons for Literature Circles by Harvey Daniels to support the shift in curriculum to novel based instruction.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Mid-September and ongoing

Evidence of Completion

Agendas, sign-in sheets, exit slips, observations of implementation

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

Utilize Mini-lessons for Literature Circles by Harvey Daniels to support the shift in curriculum to novel based instruction.

Person or Persons Responsible

Reading Coach, District Support, Administration

Target Dates or Schedule

Mid-September and Ongoing

Evidence of Completion

Agendas, sign-in sheets, exit slips, observations of implementation

Plan to Monitor Effectiveness of G3.B3.S3

• Lesson Plans (to include literature circles for novel studies) • Classroom Walk-throughs • Formal/ Informal Observations • Common Planning Minutes • Feedback Forms • Weekly Admin/Coaches Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Curriculum Guide Assessments, DAR, IOWA E, FCAT 2.0 2014,

G3.B3.S4 Provide least restrictive environment for students with disabilities

Action Step 1

Least restrictive environment

Person or Persons Responsible

Inclusion Teachers, General Ed Teachers

Target Dates or Schedule

Every day

Evidence of Completion

Scheduling; IEPs; CGA data; lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S4

Least Restrictive Environment

Person or Persons Responsible

AP, Inclusion Teacher, Principal

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, IEP reviews, CGA, IOAW, DAR, IREADY, FCAT 2.0 assessment data

Plan to Monitor Effectiveness of G3.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B4 New Reading Curriculum

G3.B4.S1 Provide Professional Development for SRA Decoding and Novel Studies

Action Step 1

Provide Professional Development for teachers to include planning and implementation of SRA and Novel Studies.

Person or Persons Responsible

Reading Coach, District Specialist

Target Dates or Schedule

September and ongoing

Evidence of Completion

Coaches logs, PD Calendar, PD Lesson Artifacts

Action Step 2

Teachers will participate in weekly Professional Development that would enhance their understanding of the new curriculum.

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

September and ongoing

Evidence of Completion

Agendas, sign-in sheets, exit slips

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

Teachers will utilize District Curriculum Guides, SRA Decoding Guides and Novel Studies to guide lessons for Enrichment Reading Courses.

Person or Persons Responsible

Reading Coach, District Support, Administration

Target Dates or Schedule

August and Ongoing

Evidence of Completion

Feedback Forms, Qualitative and Quantitative data, coaching logs

Plan to Monitor Effectiveness of G3.B4.S1

- Lesson Plans • Classroom Walk-throughs • Formal/Informal Observations • Common Planning Minutes
- Feedback Forms

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement of teacher instruction, Improvement of student performance on Curriculum Guide Assessments, DAR, IOWA E, FCAT 2.0 2014

G3.B4.S2 Teachers will participate in a Coaching Cycle

Action Step 1

Co-facilitating, co-teaching, and modeling of new reading curriculum and novel studies.

Person or Persons Responsible

Reading Coach, District Specialist

Target Dates or Schedule

September and ongoing

Evidence of Completion

Lesson Plans, observations, Feedback Forms

Action Step 2

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

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

September and ongoing

Evidence of Completion

Lesson observations, student artifacts, Feedback forms

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

Co-facilitating, co-teaching, and modeling of new reading curriculum and novel studies.

Person or Persons Responsible

Reading Coach, District Support, Administration

Target Dates or Schedule

September and Ongoing

Evidence of Completion

Weekly Coaching Logs

Plan to Monitor Effectiveness of G3.B4.S2

- Coaches Logs • Feedback Forms • Weekly Admin/Coaches Meetings

Person or Persons Responsible

Reading Coach, District Support, Administration

Target Dates or Schedule

Ongoing weekly throughout the year

Evidence of Completion

Improvement of teacher instruction, Improvement of student performance on Curriculum Guide Assessments, DAR, IOWA E, FCAT 2.0 2014

G4. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies for all tiered level learners

G4.B3 Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson

G4.B3.S1 Collect student and observation data to prioritize and select teacher for implementation of Coaching cycle

Action Step 1

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

Person or Persons Responsible

Math Coaches and Administration

Target Dates or Schedule

September - Ongoing

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Math Coaches and Administration

Target Dates or Schedule

September - Ongoing

Evidence of Completion

Agenda, sign-in sheets and data analysis sheets.

Action Step 3

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

Person or Persons Responsible

Math Coaches and Administration

Target Dates or Schedule

September - Ongoing

Evidence of Completion

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

Action Step 4

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

Person or Persons Responsible

Math Coaches and Administration

Target Dates or Schedule

September - Ongoing

Evidence of Completion

Agenda, sign-in sheets and data analysis sheets.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

September - Ongoing

Evidence of Completion

Formal and Informal observations and feedback forms.

Plan to Monitor Effectiveness of G4.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

September - Ongoing

Evidence of Completion

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

G4.B3.S2 Implementation of lesson study with specific grade level teachers; invite admin

Action Step 1

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

Person or Persons Responsible

Math Coaches and Administration

Target Dates or Schedule

October

Evidence of Completion

Lesson plans, walk-throughs and observations

Action Step 2

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

Person or Persons Responsible

Math Coaches, District Specialist and Teachers.

Target Dates or Schedule

October - Ongoing

Evidence of Completion

Reflections guide, lesson plans and observations of implementation

Action Step 3

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

Person or Persons Responsible

Math Coaches and Administration

Target Dates or Schedule

October

Evidence of Completion

Lesson plans, walk-throughs and observations

Action Step 4

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

Person or Persons Responsible

Math Coaches, District Specialist and Teachers.

Target Dates or Schedule

October - Ongoing

Evidence of Completion

Reflections guide, lesson plans and observations of implementation

Plan to Monitor Fidelity of Implementation of G4.B3.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

October - Ongoing

Evidence of Completion

Formal and informal observations and feedback forms.

Plan to Monitor Effectiveness of G4.B3.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

October - Ongoing

Evidence of Completion

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

G4.B3.S3 Curriculum, student engagement, Differentiated Instruction and Rigor professional development

Action Step 1

Begin incorporating rigor based on Costa Level of Questioning into lessons and it is reflected into daily lesson plans

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

August - Ongoing

Evidence of Completion

Lesson plans, Walk-throughs and Coaches Logs

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 4

Begin incorporating rigor based on Costa Level of Questioning into lessons and it is reflected into daily lesson plans

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

August - Ongoing

Evidence of Completion

Lesson plans, Walk-throughs and Coaches Logs

Action Step 5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Curriculum, student engagement, Differentiated Instruction and Rigor professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

August - Ongoing

Evidence of Completion

Formal and informal observations and feedback forms.

Plan to Monitor Effectiveness of G4.B3.S3

Professional Development, lesson plans and student engagement during lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

August - Ongoing

Evidence of Completion

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

G4.B4 Teachers lack of Data Driven Lessons

G4.B4.S1 Design and deliver PD for data retrieval from Inform/Insight

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Completed for all students by October 31st

Evidence of Completion

Completion of "Tracking my own progress" forms

Action Step 2

Design and deliver PD for data retrieval from Inform/Insight

Person or Persons Responsible

Coaches

Target Dates or Schedule

September 24 - Ongoing

Evidence of Completion

agenda, minutes

Facilitator:

Math Coaches

Participants:

Math Teachers

Action Step 3

Coaches and Teachers collaboratively complete and discuss the data reflection guide

Person or Persons Responsible

Coaches/Teachers

Target Dates or Schedule

October/Ongoing

Evidence of Completion

Data reflection guide

Plan to Monitor Fidelity of Implementation of G4.B4.S1

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

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 1st – 31st

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B4.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

October

Evidence of Completion

CAST, data binder and walkthroughs

G4.B4.S2 Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 7th - Ongoing

Evidence of Completion

Lesson plans, coaching logs, and observations

Action Step 2

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

Person or Persons Responsible

Math Coaches

Target Dates or Schedule

October

Evidence of Completion

Student/Teacher Data Chats, agenda, minutes

Facilitator:

Mrs. Lewis and Mrs. Baker-Madden

Participants:

Math Teachers

Action Step 3

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

Person or Persons Responsible

Math Coaches and Teachers

Target Dates or Schedule

Week of September 30th ongoing

Evidence of Completion

Curriculum Calendar

Plan to Monitor Fidelity of Implementation of G4.B4.S2

Teachers will analyze and interpret data into actionable tables.

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 7th

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B4.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, data binders, PD agendas and walkthroughs.

G4.B4.S3 Implement ongoing common planning with data driven planning as a focus

Action Step 1

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

Person or Persons Responsible

Math Coaches

Target Dates or Schedule

September 16th - Ongoing

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Math Coaches and Math Teachers

Target Dates or Schedule

October 2013 - Ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B4.S3

Teacher are planning lessons that are data driven

Person or Persons Responsible

Coaches

Target Dates or Schedule

September - Ongoing

Evidence of Completion

Lesson Plans and Observations

Plan to Monitor Effectiveness of G4.B4.S3

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, Common Planning agendas, lesson plans, student assessments

G4.B4.S4 Provide Data Trackers and Data Expectations for Teacher Made Assessments (Exit Tickets)

Action Step 1

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

Person or Persons Responsible

Math Coaches & Math Teachers

Target Dates or Schedule

October 2nd - Ongoing

Evidence of Completion

Common Planning forms, student examples of exit tickets

Action Step 2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2nd - Ongoing

Evidence of Completion

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

Action Step 3

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

Person or Persons Responsible

Math Coaches

Target Dates or Schedule

October 2nd - Ongoing

Evidence of Completion

data trackers, lesson plans, agenda, minutes

Plan to Monitor Fidelity of Implementation of G4.B4.S4

Monitor student learning through the use of data trackers

Person or Persons Responsible

Math Coaches

Target Dates or Schedule

October 2nd - Ongoing

Evidence of Completion

Data Trackers and Exit Tickets

Plan to Monitor Effectiveness of G4.B4.S4

Monitor data trackers and ensure teachers are using with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, lesson plans, student assessments and walkthroughs.

G4.B6 Teachers lack knowledge of collaboration, data driven analysis and instruction delivery of the Gradual Release Model.

G4.B6.S1 Design and deliver PD for data base problem solving, data base instructional delivery and Gradual Release Model.

Action Step 1

Design and deliver PD for data base problem solving, data base instructional delivery and Gradual Release Model. Instructional delivery will include WICOR strategies.

Person or Persons Responsible

District Specialist, School Based Coacher and Leadership Team

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

PD Calendar, materials, agenda, sign in sheets, exit tickets

Action Step 2

Deliver of PD to staff via Pre-Planning, Common Planning and Early Dismissal Days.

Person or Persons Responsible

School Base Coaches and District Specialist.

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

Common planning agenda and minutes, classroom walkthrough data collection, coaching logs, admin/teacher data chats, individual teacher plans and support plans

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Design and deliver PD for data base problem solving, data base instructional delivery and Gradual Release Model. Instructional delivery will include WICOR strategies. Deliver of PD to staff via Pre-Planning, Common Planning and Early Dismissal Days.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

Lesson Plans, Informal and Formal observations and IPDP

Plan to Monitor Effectiveness of G4.B6.S1

Design and deliver PD for data base problem solving, data base instructional delivery and Gradual Release Model. Instructional delivery will include WICOR strategies. Deliver of PD to staff via Pre-Planning, Common Planning and Early Dismissal Days.

Person or Persons Responsible

Administration/Coaches

Target Dates or Schedule

Pre-planning and ongoing

Evidence of Completion

Progress monitoring of student growth from CGAs, analysis of student Exit Tickets.

G4.B6.S2 Design and implement ongoing support for teachers through structured common planning.

Action Step 1

Establish guideline to facilitate Common Planning to establish norms and protocol.

Person or Persons Responsible

Coaches and School Base Leadership

Target Dates or Schedule

8/12/13

Evidence of Completion

Agenda, Common Norm Template and sign-sheet

Action Step 2

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

Person or Persons Responsible

School Base Coaches

Target Dates or Schedule

8/12/13 - Ongoing

Evidence of Completion

Minutes, Agendas, sign-in sheets and logs.

Plan to Monitor Fidelity of Implementation of G4.B6.S2

Establish guideline to facilitate Common Planning to establish norms and protocol. Ongoing collaboration to: plan, establish and publish agendas for common planning meetings; publish agendas 24 -48 hours prior to meetings to teachers. Facilitate meetings minutes publish to admin and teams within 24 hours; facilitate weekly sign sheets for the meetings; track and log for administration.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning and Ongoing

Evidence of Completion

Lesson Plans, Informal and Formal observations and IPDP

Plan to Monitor Effectiveness of G4.B6.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

8/23/13 - Ongoing (Friday meetings)

Evidence of Completion

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

G4.B6.S3 Implementing the Coaching Cycle which will include planning, modeling, co-teaching, and with explicit feedback.

Action Step 1

Develop calendar and schedule for data collection from classroom observations walk through using instruments measuring: Gradual Release, instruction align to benchmarks use of AVID WICOR strategies and differentiated instruction.

Person or Persons Responsible

School Base Coaches and Leadership Team.

Target Dates or Schedule

8/12/13 – Ongoing

Evidence of Completion

Calendar Schedule, Data collection instruments and coaches logs.

Plan to Monitor Fidelity of Implementation of G4.B6.S3

Develop calendar and schedule for data collection from classroom observations walk through using instruments measuring: Gradual Release, instruction align to benchmarks use of AVID WICOR strategies and differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

8/12/13 – Ongoing

Evidence of Completion

Coaches logs, PD calendar, feedback from observations, weekly Admin and Coaches meetings. Admin/teacher data chats.

Plan to Monitor Effectiveness of G4.B6.S3

Develop calendar and schedule for data collection from classroom observations walk through using instruments measuring: Gradual Release, instruction align to benchmarks use of AVID WICOR strategies and differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

8/12/13 – Ongoing

Evidence of Completion

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

G4.B6.S4 Establish model classroom and schedule of observations.

Action Step 1

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

Person or Persons Responsible

School Base Coaches

Target Dates or Schedule

11/1/2013 – Ongoing

Evidence of Completion

Observations forms

Action Step 2

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

Person or Persons Responsible

School Base Coaches

Target Dates or Schedule

10/1/2013 – 10/31-2013

Evidence of Completion

Observation forms and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B6.S4

Based on observations, select and support model teachers through the implantation period by co-teaching, coaching, debriefing and assisting with materials and lesson planning. Establish a schedule and rotation for all classroom teachers to observe implementation of modeled classroom practices.

Person or Persons Responsible

Administration

Target Dates or Schedule

10/1/2013 - Ongoing

Evidence of Completion

Classroom walk through, teacher observation logs.

Plan to Monitor Effectiveness of G4.B6.S4

Based on observations, select and support model teachers through the implantation period by co-teaching, coaching, debriefing and assisting with materials and lesson planning. Establish a schedule and rotation for all classroom teachers to observe implementation of modeled classroom practices.

Person or Persons Responsible

Administration

Target Dates or Schedule

10/1/2013 - Ongoing

Evidence of Completion

Progress monitoring of student growth from CGAs, analysis of student Exit Tickets.

G5. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.

G5.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction delivery of the Gradual Release Model.

G5.B1.S1 Design and deliver PD in benchmark focused instruction, data-based problem solving and next steps and the gradual release model.

Action Step 1

Design and deliver professional development in benchmark focused instruction, gradual release, AVID WICOR, data based instruction and data based problem solving.

Person or Persons Responsible

Academic coaches

Target Dates or Schedule

August 2013- ongoing

Evidence of Completion

PD calendar, materials, agendas, sign in sheets and exit tickets

Facilitator:

Science coach, District Specialist

Participants:

Science teachers

Action Step 2

Delivery of professional development via pre- planning, common planning, weekly PD opportunities and early dismissal.

Person or Persons Responsible

Academic coaches

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

PD calendar, materials, agendas, sign in sheets and exit tickets

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

The professional development for data based problem instructional delivery and gradual release model. Instructional delivery components that will include WICOR strategies. The delivery of professional development to staff via pre-planning, common planning and early dismissal days.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12,2013-ongoing

Evidence of Completion

Lesson plans, Informal and formal observations and IPDP

Plan to Monitor Effectiveness of G5.B1.S1

Design and deliver professional development for data based problem instructional delivery and gradual release model. Instructional delivery components that will include WICOR strategies. The delivery of professional development to staff via pre-planning, common planning and early dismissal days.

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

August 12,2013-ongoing

Evidence of Completion

Coaches' logs, PD calendar, feedback from observations, weekly admin and coaches meetings, Admin/teacher data chats

G5.B1.S2 Design and implement ongoing support for teachers through structured common planning sessions and the development of strategically focused instructional plans that provide opportunities for application and exploration of content (weekly).

Action Step 1

Provide professional development on district resources and additional resources that will increase opportunities for exploration and application of scientific concepts.

Person or Persons Responsible

School based science coach and district specialist

Target Dates or Schedule

August 12, 2013 -ongoing

Evidence of Completion

Minutes, sign in sheets, instructional plans and agendas

Facilitator:

Science coach

Participants:

Science teachers

Action Step 2

Establish norms and protocols for common planning sessions.

Person or Persons Responsible

School based leadership and academic coaches

Target Dates or Schedule

August 12 ,2013

Evidence of Completion

Agenda, common planning norms template

Action Step 3

Ongoing collaboration to: Plan, establish, and publish agendas for common planning meetings; publish agendas at least two days prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for administration

Person or Persons Responsible

School based science coach

Target Dates or Schedule

August 12 2013- ongoing

Evidence of Completion

Minutes, sign in sheets, instructional plans and agendas

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

Establish guideline to facilitate common planning to establish norms and protocol. Ongoing collaboration to: Plan, establish, and publish agendas for common planning meetings; publish agendas at least two days prior to meetings to teachers; facilitate meetings, meeting minutes published to administration and teams within 24 hours; Facilitate weekly sign in sheets for the meetings; track and log for

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12,2013-ongoing

Evidence of Completion

Common planning agenda, weekly coaches meeting, meeting logs, sign in sheets

Plan to Monitor Effectiveness of G5.B1.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

August 23,2013 -ongoing

Evidence of Completion

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

G5.B1.S3 Implementation of the coaching cycle which will include planning, modeling, co-teaching and providing explicit feedback.

Action Step 1

Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring; the gradual release, instructional alignment to benchmarks, use of AVID WICOR strategies and differentiated instruction.

Person or Persons Responsible

School based coaches

Target Dates or Schedule

August 12 2013- ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Monitor the implementation of activities listed on the calendar and schedule for data collection from classroom observations using instruments measuring; the gradual release, instructional alignment to benchmarks, use of AVID WICOR strategies and differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12,2013- ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S3

Monitor the implementation of activities listed on the calendar and schedule for data collection from classroom observations using instruments measuring; the gradual release, instructional alignment to benchmarks, use of AVID WICOR strategies and differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 12,2013- ongoing

Evidence of Completion

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

G5.B1.S4 Establish science model classrooms within building or outside of the building for peer observations.

Action Step 1

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

Person or Persons Responsible

Science coach

Target Dates or Schedule

October 1-31,2013

Evidence of Completion

Observation forms, lesson plans

Action Step 2

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

Person or Persons Responsible

Science coach

Target Dates or Schedule

November 1, 2013-ongoing

Evidence of Completion

Observation forms

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Coaches will use the data collection sheets collected during observations to identify model classrooms. A schedule for observations will be developed for teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

November 1, 2013-ongoing

Evidence of Completion

Observation forms, reflection forms

Plan to Monitor Effectiveness of G5.B1.S4

Based on observations, select and support model teachers through the implementation period by co-teaching, coaching, debriefing and assisting with materials and lesson planning. Establish a schedule and rotation for all classroom teachers to observe implementation of modeled classroom practices.

Person or Persons Responsible

Administration

Target Dates or Schedule

November 1, 2013-ongoing

Evidence of Completion

Observation forms, reflection forms

G5.B2 Lack of Student Engagement, Differentiated Instruction, and Rigor.

G5.B2.S1 Collect student and observation data to prioritize and select teachers for implementation of coaching cycle.

Action Step 1

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

Person or Persons Responsible

Science Coach, and Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Coaches logs, feedback forms, student data and observation forms

Action Step 2

Teachers will participate in the coaching cycle.

Person or Persons Responsible

Science Coach, AP, teachers,

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Agenda ,minutes, observations

Plan to Monitor Fidelity of Implementation of G5.B2.S1

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

Person or Persons Responsible

Science Coach, District Support, Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Curriculum Guide Assessments, school based assessments , FCAT 2.0 2014

G5.B2.S2 Implementation of the lesson study process.

Action Step 1

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

Person or Persons Responsible

Science Coach, Assistant Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson plans and observations

Action Step 2

Complete the lesson study process: Instructional planning, implementation debriefing, analyzing data and re-teaching the lesson.

Person or Persons Responsible

Science coach, teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Reflection guide , lesson plans and observation of implementation

Facilitator:

Science coach

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Monitor the implementation and completion of the lesson study process, includes instructional planning, implementation, debriefing, and reteach.

Person or Persons Responsible

Science Coach, District Support, Administration

Target Dates or Schedule

October –November 2013

Evidence of Completion

Reflections Guide, Lesson plans, observation of implementation

Plan to Monitor Effectiveness of G5.B2.S2

• Lesson Plans (to include lesson study strategies) • Classroom Walk-through • Formal/Informal Observations • Common Planning Minutes • Feedback Forms

Person or Persons Responsible

Administration

Target Dates or Schedule

October -November 2013

Evidence of Completion

Student artifacts ,Curriculum Guide Assessments, school based assessments, FCAT 2.0 2014

G5.B2.S3 Provide professional development on the use of the district curriculum guides, student engagement, differentiated instruction and ways to increase higher order thinking (rigor) in the classroom via various forms of instructional activities.

Action Step 1

Implementation of rigor based on Costa's Levels of Questioning into lessons and it is reflected into daily lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Lesson plans ,walk through forms, coach logs

Facilitator:

Science coach

Participants:

Science teachers

Action Step 2

Provide professional development on increasing student engagement in the classroom.

Person or Persons Responsible

Science coach

Target Dates or Schedule

September 11,2013

Evidence of Completion

Lesson plans ,walk through forms, coach logs

Facilitator:

Science coach

Participants:

Science teachers

Action Step 3

Provide professional development on incorporating rigor into the instructional delivery process via use of the curriculum guides.

Person or Persons Responsible

Science Coach, Administration

Target Dates or Schedule

August 2013-December 2013

Evidence of Completion

Agenda ,minutes

Facilitator:

Science coach

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Teachers will participate in professional development on strategies to increase student engagement, differentiated instruction and rigor within their instruction.

Person or Persons Responsible

Science Coach, District Support, Administration

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Agendas, sign-in sheets, exit slips, observations of implementation

Plan to Monitor Effectiveness of G5.B2.S3

- Lesson Plans (to include higher order questions, student engagement via WICOR strategies) • Classroom Walk-through • Formal/Informal Observations • Common Planning Minutes • Feedback Forms
- Weekly Admin/Coaches Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Student Work, Curriculum Guide Assessments, school based assessments, FCAT 2.0 2014,

G5.B3 Lack of differentiated instruction and the use of data driven lessons.

G5.B3.S1 Design and deliver PD for data retrieval from Inform/Insight.

Action Step 1

Design and deliver PD for data retrieval from Inform/Insight .

Person or Persons Responsible

Science coach

Target Dates or Schedule

September 17,2013

Evidence of Completion

Agenda, minutes from meeting

Facilitator:

Science coach

Participants:

Science teachers

Action Step 2

Coaches and teachers collaboratively complete and discuss the data reflection guide.

Person or Persons Responsible

Coaches/Teachers

Target Dates or Schedule

September 23,2013- ongoing

Evidence of Completion

Data reflection guide

Action Step 3

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Initial data chat completed for all students by October 31,2013 Ongoing thereafter

Evidence of Completion

Completion of data tracking forms, evidence notebook

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Teachers proficiency in use of Insight/Inform (data retrieval).

Person or Persons Responsible

Coaches

Target Dates or Schedule

September 23,2013- ongoing

Evidence of Completion

Completion of data tracking guides and student data chats with data tracking forms

Plan to Monitor Effectiveness of G5.B3.S1

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

Person or Persons Responsible

Administration,coaches

Target Dates or Schedule

September 23,2013 -ongoing

Evidence of Completion

Evidence notebook, lesson plans, common planning meetings

G5.B3.S2 Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps.

Action Step 1

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

Person or Persons Responsible

Science coach

Target Dates or Schedule

September 27,2013

Evidence of Completion

Student/Teacher data chats, agenda, minutes

Action Step 2

Collaboratively with coaches, teachers will create an benchmark focus calendar for warm ups and mini-lessons based on data and a plan for interventions and differentiated instruction for individual students.

Person or Persons Responsible

Coaches/Teachers

Target Dates or Schedule

September 23,2013-ongoing

Evidence of Completion

Instructional focus calendars

Action Step 3

Teachers will implement their plan for mini lessons, interventions, and differentiated instruction. Coaches will monitor plan for implementation and assist with modeling effective small group instruction.

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

October 7,2013 – ongoing

Evidence of Completion

Lesson plans, coaching logs, and observations

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Teachers know how to analyze and interpret data into actionable steps.

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 11,2013

Evidence of Completion

Calendar for re-teaching standards through mini lesson, targeted students for interventions and differentiated instruction based on CGA data.

Plan to Monitor Effectiveness of G5.B3.S2

Implementation of PD and ongoing support on how to analyze and interpret data into actionable steps.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Observations,data chats, agendas and meeting minutes

G5.B3.S3 Implement ongoing common planning with data driven planning as a focus.

Action Step 1

Implement weekly common planning meetings that are centered around data and instructional planning.

Person or Persons Responsible

Coaches and teachers

Target Dates or Schedule

September 23,2013- ongoing

Evidence of Completion

Agenda, minutes, common planning form

Action Step 2

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

Person or Persons Responsible

Science coach

Target Dates or Schedule

September 13,2013- ongoing

Evidence of Completion

Student/Teacher data chats, agenda, minutes from meeting

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Teacher are planning lessons that are data driven.

Person or Persons Responsible

Science coach

Target Dates or Schedule

September 23,2013-ongoing

Evidence of Completion

Lesson Plans and Observations

Plan to Monitor Effectiveness of G5.B3.S3

Monitor the completion of professional development sessions on how to analyze and interpret data into actionable steps. Monitor the common planning process among science teachers with an emphasis of planning based on data.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Observations, lesson plans, agendas, common planning forms, minutes from meetings

G5.B3.S4 Provide data tracking resources (e.g. data trackers, access to All in Learning training) and data expectations for teacher made assessments (exit tickets and mini assessments).

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Late September 2013- ongoing

Evidence of Completion

Common planning logs/forms, lesson plans, data tracking resources, observations

Action Step 2

Identify data expectations department wide with a focus on exit tickets and bi-weekly checks for understanding to provide ongoing data between CGAs. Data expectations are to include bi-weekly submission of data through All in Learning and level of rigor and alignment required of exit tickets.

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 4,2013-ongoing

Evidence of Completion

Data trackers, lesson plans, agenda, minutes from meetings

Action Step 3

During the common planning process, teachers will develop common exit tickets among teachers to ensure validity of data when comparing data. Bringing student examples of exit tickets to assess student understanding, knowledge, and misconceptions.

Person or Persons Responsible

Coaches and teachers

Target Dates or Schedule

October 4,2013- ongoing

Evidence of Completion

Common Planning forms, student examples of exit tickets

Plan to Monitor Fidelity of Implementation of G5.B3.S4

Monitor student learning through the use of data tracking resources.

Person or Persons Responsible

Science coach

Target Dates or Schedule

October 2013-ongoing

Evidence of Completion

Data tracking resources (e.g. All in Learning and exit tickets)

Plan to Monitor Effectiveness of G5.B3.S4

Data tracking resources and data expectations department wide with a focus on exit tickets and mini lessons to provide ongoing data between CGAs

Person or Persons Responsible

Administration

Target Dates or Schedule

September 23,2013 -ongoing

Evidence of Completion

Data tracking resources (e.g. All in Learning and exit tickets)

G6. Increase Science Fair participation throughout the school.

G6.B1 Students' lack of knowledge and/or interest in challenging science curriculum. Students are not comfortable with the scientific method process.

G6.B1.S1 Teachers will teach students each step of the science fair process and show models of how to effectively complete a science fair project.

Action Step 1

Teachers will teach students each step of the science fair process and show models of how to effectively complete a science fair project.

Person or Persons Responsible

Teachers and science coach

Target Dates or Schedule

October 2013- November 2013

Evidence of Completion

Lesson plans, completed science fair forms

Action Step 2

A school wide timeline for science fair will be developed for all students to follow.

Person or Persons Responsible

Science coach, science fair coordinator and teachers

Target Dates or Schedule

October 1,2013

Evidence of Completion

Science Fair timeline, date for science fair placed on school wide activities calendar

Action Step 3

Teachers will provide in-class opportunities for students to identify science fair project topics and methods to complete their experimentation.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

October 2013 - November 2013

Evidence of Completion

Lesson plans, completed science fair forms

Action Step 4

Teachers will increase the number of opportunities for students to participate in hands-on lab activities in which they are required to complete lab write ups and provide connections to real world applications.

Person or Persons Responsible

Science teachers, science coach

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Lesson plans, lab write ups

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

The implementation of a school wide science fair.

Person or Persons Responsible

Science coach, administration

Target Dates or Schedule

January 2014

Evidence of Completion

School wide science fair

Plan to Monitor Effectiveness of G6.B1.S1

The implementation of a school wide science fair.

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014

Evidence of Completion

School wide science fair

G7. Implement sustainable STEM related programs within the school that increase students' interest in rigorous math and science coursework.

G7.B1 Students lack interest in pursuing or learning about math and science outside of normal school hours

G7.B1.S1 Promote club activities , local competitions and the benefits of joining STEM related programs in middle school.

Action Step 1

Secure funding and identify staff to run the STEM programs.

Person or Persons Responsible

Science coach, Math coaches , Curriculum Integration Specialist

Target Dates or Schedule

August -September 2013

Evidence of Completion

Start up of STEM related programs (e.g. Lego League and FutureCity)

Action Step 2

Identify STEM related programs that can be implemented during school or after school.

Person or Persons Responsible

Science coach, Math coaches

Target Dates or Schedule

August-September 2013

Evidence of Completion

Start up of STEM related programs (e.g. Lego League and FutureCity)

Plan to Monitor Fidelity of Implementation of G7.B1.S1

The implementation of STEM related programs (e.g. Lego League and FutureCity).

Person or Persons Responsible

Science coach, Math coaches , Curriculum Integration Specialist

Target Dates or Schedule

October-November 2013

Evidence of Completion

The implementation of STEM related programs (e.g. Lego League and FutureCity).

Plan to Monitor Effectiveness of G7.B1.S1

The implementation of STEM related programs (e.g. Lego League and FutureCity).

Person or Persons Responsible

Administration

Target Dates or Schedule

October-November 2013

Evidence of Completion

The implementation of STEM related programs (e.g. Lego League and FutureCity).

G7.B2 Students lack exposure to STEM related careers.

G7.B2.S1 Teachers will include STEM related careers for each unit of study to expose students to science related job fields during classroom instruction.

Action Step 1

Teachers will introduce students to a STEM related career with each unit of study in the curriculum via eScience 3000, science articles, guest speakers and/or science videos available online.

Person or Persons Responsible

Science teachers, Science coach

Target Dates or Schedule

October 2013- ongoing

Evidence of Completion

Lesson plans, quick writes by students , video discussion questions, article summaries

Plan to Monitor Fidelity of Implementation of G7.B2.S1

The implementation of STEM career introductions via lesson plans and completion of STEM related projects.

Person or Persons Responsible

Science coach, administration

Target Dates or Schedule

October 2013- ongoing

Evidence of Completion

Lesson plans, STEM related projects completed by students

Plan to Monitor Effectiveness of G7.B2.S1

The implementation of STEM related projects in classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule

December 2013- ongoing

Evidence of Completion

STEM related projects completed by students

G7.B2.S2 STEAM (Science, Technology, Engineering, Arts and Math) related subjects within the school will participate in a STEAM night to help promote after-school clubs , local college programs and community sponsors that have a STEAM related focus and opportunities for learning outside of normal school hours.

Action Step 1

The school will host a STEAM night to promote after-school clubs , local college programs and community sponsors that have a STEAM related focus and opportunities for learning outside of normal school hours.

Person or Persons Responsible

Science coach, Curriculum Integration Specialist, math coaches, administration

Target Dates or Schedule

October 24,2013

Evidence of Completion

STEAM Night event , parent/student sign in sheets

Plan to Monitor Fidelity of Implementation of G7.B2.S2

The implementation of the STEAM Night event.

Person or Persons Responsible

Science coach, Curriculum Integration Specialist, Administration

Target Dates or Schedule

October 24,2013

Evidence of Completion

STEAM Night event, parent/student sign in sheets

Plan to Monitor Effectiveness of G7.B2.S2

The implementation of STEAM Night.

Person or Persons Responsible

Administration

Target Dates or Schedule

October 24,2013

Evidence of Completion

STEAM Night

Plan to Monitor Fidelity of Implementation of G7.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B3 Student transportation from after school programs.

G7.B3.S1 Provide timely notices of after -school activities to students and parents and provide information on transportation options offered by the school.

Action Step 1

Provide timely notices of after -school activities to students and parents via school announcements and school website.

Person or Persons Responsible

STEM club sponsors

Target Dates or Schedule

October 2013 -ongoing

Evidence of Completion

Student participation in after-school clubs, school announcements, club meeting dates and times posted on school website

Action Step 2

Provide a list of after -school activity bus options that are available to students in after school programs.

Person or Persons Responsible

STEM club sponsors

Target Dates or Schedule

October 2013- ongoing

Evidence of Completion

Student participation in after- school clubs

Plan to Monitor Fidelity of Implementation of G7.B3.S1

The implementation of after-school STEM clubs

Person or Persons Responsible

Science coach, Math coaches, Curriculum Integration Specialist , Administration

Target Dates or Schedule

October 2013- ongoing

Evidence of Completion

Student enrollment in after-school clubs, participation in STEM competitions

Plan to Monitor Effectiveness of G7.B3.S1

The implementation of after-school STEM clubs and student enrollment in the clubs.

Person or Persons Responsible

Science coach, Math coaches , Administration

Target Dates or Schedule

October 2013-ongoing

Evidence of Completion

After-school STEM clubs, student enrollment in STEM clubs, participation in STEM competitions

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SIG and Title I funds will be utilized to purchase programs to aid with the instructional process. Monies will be used to purchase Achieve 3000, eScience, additional staff.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies for all tiered level learners

G4.B4 Teachers lack of Data Driven Lessons

G4.B4.S1 Design and deliver PD for data retrieval from Inform/Insight

PD Opportunity 1

Design and deliver PD for data retrieval from Inform/Insight

Facilitator

Math Coaches

Participants

Math Teachers

Target Dates or Schedule

September 24 - Ongoing

Evidence of Completion

agenda, minutes

G4.B4.S2 Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps

PD Opportunity 1

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

Facilitator

Mrs. Lewis and Mrs. Baker-Madden

Participants

Math Teachers

Target Dates or Schedule

October

Evidence of Completion

Student/Teacher Data Chats, agenda, minutes

G5. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.

G5.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction delivery of the Gradual Release Model.

G5.B1.S1 Design and deliver PD in benchmark focused instruction, data-based problem solving and next steps and the gradual release model.

PD Opportunity 1

Design and deliver professional development in benchmark focused instruction, gradual release, AVID WICOR, data based instruction and data based problem solving.

Facilitator

Science coach, District Specialist

Participants

Science teachers

Target Dates or Schedule

August 2013- ongoing

Evidence of Completion

PD calendar, materials, agendas, sign in sheets and exit tickets

G5.B1.S2 Design and implement ongoing support for teachers through structured common planning sessions and the development of strategically focused instructional plans that provide opportunities for application and exploration of content (weekly).

PD Opportunity 1

Provide professional development on district resources and additional resources that will increase opportunities for exploration and application of scientific concepts.

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

August 12, 2013 -ongoing

Evidence of Completion

Minutes, sign in sheets, instructional plans and agendas

G5.B2 Lack of Student Engagement, Differentiated Instruction, and Rigor.

G5.B2.S2 Implementation of the lesson study process.

PD Opportunity 1

Complete the lesson study process: Instructional planning, implementation debriefing, analyzing data and re-teaching the lesson.

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Reflection guide , lesson plans and observation of implementation

G5.B2.S3 Provide professional development on the use of the district curriculum guides, student engagement, differentiated instruction and ways to increase higher order thinking (rigor) in the classroom via various forms of instructional activities.

PD Opportunity 1

Implementation of rigor based on Costa's Levels of Questioning into lessons and it is reflected into daily lesson plans.

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Lesson plans ,walk through forms, coach logs

PD Opportunity 2

Provide professional development on increasing student engagement in the classroom.

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

September 11,2013

Evidence of Completion

Lesson plans ,walk through forms, coach logs

PD Opportunity 3

Provide professional development on incorporating rigor into the instructional delivery process via use of the curriculum guides.

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

August 2013-December 2013

Evidence of Completion

Agenda ,minutes

G5.B3 Lack of differentiated instruction and the use of data driven lessons.

G5.B3.S1 Design and deliver PD for data retrieval from Inform/Insight.

PD Opportunity 1

Design and deliver PD for data retrieval from Inform/Insight .

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

September 17,2013

Evidence of Completion

Agenda, minutes from meeting

Appendix 2: Budget to Support School Improvement Goals