

Orange County Public Schools

College Park Middle



2017-18 Schoolwide Improvement Plan

College Park Middle

1201 MAURY RD, Orlando, FL 32804

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for College Park Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

The school is taking a more active approach to creating positive relationships with the students and one of the first ways is by learning about the students' cultures. The staff will engage students in meaningful conversations, using examples and materials, checked through the teachers' lesson plans, relevant to the students' interests to start to build personal connections into the lessons. Staff members will share information about students' interests with each other to form deeper connections with students.

Our staff members will have open door policies to provide opportunities for deeper connections with students.

Teachers will have students participate in activities and lessons where the students can talk about their families and cultures. Teachers will notice and speak with disengaged students to find out what it is they are interested in or excited about and try to incorporate those things into the lessons, when possible.

Activities that are created throughout the entire school relating to the International Baccalaureate (IB) learner profiles; some of these are open-minded, knowledgeable, and caring. Our summer reading assignment and follow-up community project will provide our students the opportunity to learn and grow.

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

The College Park staff will teach tolerance and respect for differences through our positive-relationship building, team and class building strategies, and the continued implementation of our Restorative Justice program. Teachers will create welcoming and safe environments in their classrooms as they greet students when they enter class and institute class and team building techniques. Staff will also be present in the hallways and at their doors between classes, as well as in the common areas. Our whole school activities are designed to build and foster school spirit and positive relationships through our Bring Your Best initiative. The OCPS Code of Conduct will be covered with every student on the first day of school and will be discussed and reviewed with the students each quarter. This culture will lead the students to feel safe enough to come to any adult with any issue or concern.

Not only will our OCPS staff create this culture, but our After School All-Stars and AmeriCorp volunteers will assist. The After School All-Stars program will offer students a place to go before and after school where they are safe. Through the After School All-Stars program, College Park Middle

School will offer a variety of programs such as clubs, sports, and tutoring to help keep our students busy and safe before and after school. We also will have eight AmeriCorp volunteers on campus daily that will also work on building positive relationships with the students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our goal is to decrease and minimize discipline-related matters, the number of referrals written, and the number of student days lost to suspension so our students can achieve greater social, emotional and academic success.

Our school wide focus will be to incorporate effective instruction and classroom management through the CHAMPS program; teach school-wide positive behavior procedures and expectations with the use of the Restorative Justice initiative; positive reinforcement for students through the Bring Your Best (BYB) program; consistent consequences for problem behaviors; and effective procedures and supervision in non-classroom areas.

Students in behavioral system – Tier 1 Model (Universal: ALL students) will receive the following resources: positive reinforcement; a proactive approach; common language of expectations; review student code of conduct; character education training; parental involvement; goal setting; and active supervision and monitoring.

Behavioral System – Tier 2 Model (Targeted: At-Risk) students will receive the following interventions: restorative justice process; small group intervention; parent training and collaboration; increased academic support; early interventions and counseling; mentoring; rapid response; behavioral contract; monthly parent meetings; MTSS process; and IEP review.

Behavioral System – Tier 3 Model (Intensive: High Risk) students will receive the following interventions: educational support; tutoring; social skills training; 504 plan/bi-weekly meetings; crisis/mental health referral; individual behavior interventions; and alternative programs.

Mentoring and Coaching Teachers:

The purpose is to assist classroom teachers in developing (or fine tuning) a classroom management plan that overtly teaches student expectations and behaviors. This results in higher rates of student achievement and a reduction in the frequency and/or intensity of misbehavior/discipline referrals/suspensions.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our Title X- Homeless program will ensure that each homeless student have equal access to the same free, appropriate public education, provided to other students. Further, homeless students will have access to the education and other services needed to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.

Our SAFE homeless program includes: free backpacks and supplies to our coded students and referred needy kids; community resources for health issues, food, clothing, housing help, and other financial assistance are given to our coded homeless kids and referred needy kids; free food and gift cards at Thanksgiving and Christmas; social worker referrals-clothing, hygiene products for students; RBELC support staff gives money for PE clothes; SAFE money or RBELC money for field trips as

needed; and free books from the RBELC.

Our SAFE prevention programs include guidance counselors attending training and coordinate school-wide programs and services to prevent violence (Bullying, conflicts, fighting, etc.). Guidance Counselors will implement prevention programs to include: school environment surveys that assess policies/procedures and practices related to violent/aggressive behavior; writing the school crisis plan; attending and participate in all Threat Assessment meetings; assessing violence prevention curricula and instructional strategies for evidenced-based practices/approaches; assessing violence prevention activities available to students; assessing violence prevention/intervention services provided by school-based staff and community partners; assessing professional development opportunities available to school staff related to violent/aggressive behavior; assessing involvement of parents/guardians and the community in the violence prevention program; providing and tracking mental health counseling referrals for students and families; providing community resources to parents for various social/emotional support; assessing suicide prevention programs available to students; assessing bullying prevention programs available to students; implementing Red Ribbon Week drug and alcohol education/prevention; providing A-4 training of staff on child abuse reporting; providing Speakout Hotline information for the students; and providing Think About It counseling program for sexual offenses.

For our ESE students, the following additional services may also be provided: Social/Personal skills curriculum taught in a small group setting; IEP accommodations based on social/emotional needs (ex: cool off pass, alternate classroom, reduces stimuli, small group setting, preferential seating, etc.); counseling; individualized Behavior Intervention Plan (BIP) with proactive and reactive rewards and consequences; and support from North Learning Behavior Coach (assist w/developing BIP's, provide input on classroom management & reward systems, work directly w/students, etc.).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We will send out attendance letters starting at the five day point for excused and unexcused absences. Phone calls will be made to the homes of the students weekly if they are on the lists for excessive absences and tardiness. We will keep a close watch on students with a history of truancy and hold ACST meetings with the school social worker when needed. We will work with students who are suspended to attend Keeping Up programs to make sure they do not fall behind on their class work, but also to work through how to handle different situations so that the behavior does not repeat itself.

Students who are in jeopardy of failure will be identified in the first semester and both parents/guardians and the student will be contacted. Students will be continually monitored and meet with guidance department staff to create and monitor their action plan for success.

Teachers will review exam scores with students as soon as they become available. We will provide tutoring services for low performing and borderline students beginning the first marking period. Teachers will provide, in class, one on one, as well as small group assistance for students who are not mastering the standards and benchmarks. Teachers may also provide websites and textbook lessons that can assist students, at home, with areas of need and remediation.

College Park Middle School will develop and employ an early warning system that identifies at-risk students through the analysis of readily available and highly predictive student academic and engagement data (ex. absenteeism, course failure, GPA, discipline). These indicators are critical to our Multi-Tiered Support System (MTSS) implementation efforts. We will utilize data systematically to identify at-risk students as early as possible, which will allow for the application of more effective prevention and early intervention services. The warning indicators we will use are:

Attendance- At the end of each grading period, a student misses 20 percent or more of instructional time

Behavioral- At the end of each grading period, a student has 3 or more discipline referrals, in- or out-of-school suspension.

Academic- At the end of each grading period, a student who has a failed Reading, ELA, or a Mathematics course.

College Park Middle School will take the following steps:

First, the school will establish roles and responsibilities. This step focuses on identifying team members to concentrate on implementation, as well as establishing roles and responsibilities of team members. The team will consist of the principal or assistant principal, representative from feeder elementary schools from which students transitioned, counselor, ELL Teacher, ESE Teacher, Reading Coach, Math Coach, teacher from grade-level team, and an administrative dean. The school will then use student data systems to validate indicators of at-risk (identify students who are at risk of not being promoted to the next grade level). The school will next review the data to identify students who are at risk and how to understand patterns in student engagement and academic performance within the school. Then, we will examine, in greater depth, the factors that may contribute to the at-risk status of a student who is flagged. For example, for students who are flagged for failing courses in Reading, ELA, and Math, the team might need to gather information about the students' academic challenges from the Reading, ELA, and Mathematics teachers. For those students, we will assign and provide interventions which includes information on making decisions about the allocation of available resources and strategies to support students identified as at risk of being off-track for grade level and being promoted to the next grade. The students will be monitored with interventions, making sure to monitor flagged students improving both individual student supports and the system of interventions available. Also, provide guidance on how to monitor students in interventions by examining whether or not they begin to get back on track (no longer display indicators of risk). Finally, we will evaluate and refine our process, reflecting on the implementation process on an annual basis (at minimum). The team should discuss what has worked, what should be modified, and what should be replaced or eliminated.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	90	70	71	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	114	91	61	0	0	0	0	266
Course failure in ELA or Math	0	0	0	0	0	0	36	17	21	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	0	0	0	51	48	26	0	0	0	0	125

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	61	36	30	0	0	0	0	127

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

At College Park Middle School we use a variety of intervention methods and apply them in a variety of different ways to try to reach as many kids as possible, including, but not limited to, differentiated instruction, PLC strategies discussions, intervention focus calendar, lesson planning review for rigor and interventions, tutoring, pullout sessions/in class assistance with Americorps volunteers, mentoring, data chats with teachers and administration, attendance meetings/ phone calls/ letters, professional development, and modeling.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Please refer to the Lee Middle School PIP.

Our goal is to have 5% of parents attend parental involvement meetings.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The "Partners in Education" program at College Park Middle School continues to build relationships with local businesses and organizations to promote community engagement and enhance student learning. Through these partnerships, the school and students have benefited in a variety of ways. Other partners have supplied the school with resources for teachers to enrich instruction. Many of College Park Middle School's partners show support for the school by attending evening events and offer incentives to parents who attend as well. These partnerships will continue to be developed to the benefit of College Park Middle School students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Haupt, Cynthia	Principal
Kolling, Carl	Dean
Carr, Alex	Instructional Coach
Foisy, Tracy	Instructional Coach
Erisman, Amy	Teacher, ESE
Harris, William	Assistant Principal
Cavey, Jacob	Dean

b. Duties

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

Team members include: William Harris, Jr., Courtney Wilson, Alexander Carr, Tracy Foisy, Amy Erisman, Karen Reid, Carl Kolling, and Jacob Cavey.

Principal Cynthia Haupt works with the reading teachers individually to provide extra support and to maintain fidelity with the reading programs used at Lee Middle School.

Courtney Wilson ensures that teachers are developing interventions through monitoring lesson plans and instructional focus calendars. She is also responsible for ensuring that teachers are carrying out the planned interventions to provide the students with the highest quality of instruction possible. She assists teachers with reading strategies that address needs based on assessment data and works with the reading teachers individually to provide extra support and to maintain fidelity with the reading programs in use at Lee Middle School.

William Harris, Jr. ensures that teachers are developing interventions through monitoring lesson plans and instructional focus calendars. He is also responsible for ensuring that teachers are carrying out the planned interventions to provide the students with the highest quality of instruction possible. He also assists the team in ensuring student behavioral support systems are administered correctly and consistently by the staff, collecting data to determine if these systems are curbing behavior and leading to increased academic achievement.

Alex Carr assists teachers in developing instructional strategies which will address specific needs based on benchmark data and classroom observation.

Tracy Foisy assists teachers with math strategies/interventions that address the needs based on MTP assessment and other data. She also provides individual support to teachers and models as needed. She assists in creating common assessments that follow the district scope and sequence and FSA test item specifications.

Amy Erisman identifies ESE students that have learning disabilities or behavior disorders that have traditionally impeded student achievement in the classroom. She collects data to ensure that IEP accommodations are met and revises IEP's when necessary to assist students in mastering content.

Carl Kolling assists teachers and students with behavior interventions and positive behavior support. He also ensures the safety and well-being of students and staff on campus and builds relationships with students by understanding their interests and backgrounds.

Karen Reid assists teachers and students with behavior interventions and positive behavior support.

She also ensure the safety and well-being of students and staff on campus and builds relationships with students by understanding their interests and backgrounds.

Jacob Cavey assists teachers and students with behavior interventions and positive behavior support. She also ensure the safety and well-being of students and staff on campus and builds relationships with students by understanding their interests and backgrounds.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Below describes our school's data-based problem-solving process for the implementation and monitoring of the MTSS process and SIP. In order to oversee implementation of the MTSS process, Cynthia Haupt and Amy Erisman have established procedures and guidelines related to weekly meeting schedules for grade level teams, problem solving team for PLC groups and the individual classroom teacher. The MTSS team, headed up by Dr. Alex Carr, also determines interventions, assessments, and on-going monitoring processes regarding staffing, meeting space, and frequency of interventions to serve as "checks and balances" for grade-level teams. This guides these teams to assess previous academic data correlating with previous academic programs for goal attainment; and promotion of teacher and student excellence through the inclusion of performance incentives such as the honor roll club.

For Title 1, Part A College Park Middle School will conduct a comprehensive needs assessment that identifies specific areas of academic need for all of the various populations of students at the school. As a result of this needs assessment, the resulting plan should reflect challenging goals, identified areas of instructional strengths and weaknesses, use of data driven decision-making, and a strong understanding of high effect size strategies.

College Park Middle will employ reform strategies designed to improve instruction throughout the school so that all students can meet the state's proficient and advanced academic levels. Some of the strategies that should be included are: strengthen the core academic program through use of effective methods and strategies that reflect scientifically based research; increase the amount and quality of learning time (such as extended school year, before and after school and summer school programs and opportunities) and help provide an enriched and accelerated curriculum; and include strategies to meet the needs of historically under-resourced populations and those students who are most at risk of not meeting the state standards.

The administrative team of College Park Middle School will ensure that instruction is provided by highly qualified teachers; provide high quality and ongoing professional development for teachers, paraprofessionals, and others as appropriate; implement strategies to attract high quality and qualified teachers to high needs schools; increase parental involvement in student achievement, in accordance with the requirements in section 1118; include teachers in the decisions regarding the use of academic assessment in order to improve the achievement of individual students and the overall instructional program; provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance; and coordinate Title 1 with other Federal, State, and local resources, services, and programs.

For Title I, Part C Migrant, College Park Middle School, under the leadership of Cynthia Haupt, William Harris, Jr., and Dr. Courtney Wilson will help students develop oral and written language, and other communication skills. Also, focus on reading, mathematics and other core subjects to improve student achievement.

For Title I, Part D College Park Middle School will improve educational services for children and youth who are neglected or delinquent so that they have the opportunity to meet challenging State academic content and achievement standards; prevent at-risk youth from dropping out of school, as well as, provide students returning from detention centers a support system to ensure their continued education; and provide students with incentives to assist with student interest in school and staying on track.

For the Title II program, College Park Middle will provide quality professional development, headed up by Dr. Alex Carr, activities that improve the knowledge of teachers, administrators, and paraprofessionals; develop and implement initiatives to promote retention of highly qualified teachers to improve the quality of teachers; and develop and implement mechanisms and initiatives to assist in recruiting, hiring, and retaining highly qualified teachers, administrators, and classified employees.

For the Title III program, College Park Middle School, under the leadership of Dr. Courtney Wilson, will increase English proficiency and academic achievement in core academic subjects of LEP students by providing high-quality language instruction programs and content area teaching; provide high-quality professional development to enable classroom teachers to deliver effective sheltered content and English language instruction; and develop, implement, and provide summer opportunities for English language and academic content instruction for LEP students.

The Title X, Homeless program, College Park Middle School, under the direction of William Harris, Jr., will ensure that each homeless student have equal access to the same free, appropriate public education, provided to other students. Further, homeless students will have access to the education and other services needed to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. Our SAFE homeless program includes: Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.

Our homeless program includes: free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October; community resources for health issues, food, clothing, housing help, and other financial help are given to ALL our coded homeless kids and referred needy kids; free food and gift cards at Thanksgiving and Christmas; social worker referrals-clothing, hygiene products for students; ELC support staff-gives money for PE clothes; ELC money for field trips as needed; free books from the ELC; and ongoing help with many community resources, etc.

The SAI program, under the direction of William Harris, Jr., will provide our academic intervention programs that are used to help students gain knowledge and to ensure students not be left behind. Supplemental instruction strategies may include, but are not limited to: modified curriculum, reading instruction, intensive math instruction, after-school instruction, tutoring, mentoring, class size reduction, and intensive skills development in summer school.

Targeted College Park Middle school students who have been retained due to a low FSA/ FCAT score; failing grades; or who need extra academic support will be offered an array of intensive interventions and expanded learning options under the guidance of William Harris, Jr. The following strategies and interventions will be utilized for the students in the program: counselors will monitor progress book, homework, and attendance on a weekly basis; guidance will meet weekly with targeted students to review their grades and to set weekly goals and to review past weeks performance; collaborate with the students' teachers, guidance counselors, and administrators; communicate with parents as needed to inform them of their child's academic performance; and work with high school guidance counselors when 8th grade students transfer to the next grade to help make a smooth transition to their new school.

Violence prevention programs to include: guidance counselors will participate in the completion of the violence prevention program assessment and support the development and implementation of an action plan; and school staff, students, parents must agree to participate in the violence prevention program assessment planning and action process.

Guidance counselors implement prevention programs to include: school environment assessments of policies/procedures and practices related to violent/aggressive behavior; curriculum & Instruction assesses violence prevention curricula and instructional strategies for evidenced-based practices/approaches; student programs assess violence prevention activities available to students; Student Services assesses violence prevention/intervention services provided by school-based staff and community partners; different programs assesses professional development opportunities available to school staff related to violent/aggressive behavior; and families and community assess involvement of parents/guardians and the community in the violence prevention program.

Nutrition programs will provide nutritionally balanced, low-cost, reduced or free lunches to students each school day. Making eligibility determinations for free and reduced price meals for the School Year 2015-16 by using the federal Income Eligibility Guidelines. Also, students start their day with the School Breakfast Program--- free breakfast to all students. Access to the nutritious programs such as the National School Lunch Program and National School Breakfast Program help to create a strong learning environment for students and help to improve the student's concentration.

Under the direction of William Harris, Jr., CTE will promote the development and education of adolescents, especially focusing students' attention on career opportunities and training. College Park Middle helps students plan for a career by doing the following: explore, with students, how they can successfully live and work in a culturally diverse world; help students recognize their interests, aptitudes, and abilities, and understand adult roles; help students understand the broad scope of work and career possibilities available currently and in the future; help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity; integrate vocational and academic education to promote intellectual development, and the acquisition of higher level thinking and problem-solving skills; assist with students' development of social skills, personal values, and self-esteem and work with families to support their children's career aspirations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cynthia Haupt	Principal
Jan Berry	Teacher
Laura Dietz	Teacher
McKenzie Fletcher	Teacher
Sam Davis	Business/Community
Wanda Alvarado	Teacher
Charlene Norato	Parent
Cynthia Psarakis	Parent
Elizabeth Howes	Parent
Elyssa Townsend	Parent
Erica Atterbury	Parent
Heather McGaughey	Parent
Jacqueline Williams	Parent
Jeannie Clarke	Parent
Laura Renner	Parent
Marines Hoppes	Business/Community
Mindi Rackliff	Parent
Nancy Demopoulos-Roberts	Parent
Pam Pare	Parent
Staci Little	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the last SAC meeting of the school year (May 2017), the SAC went over the previous year's school improvement plan. The plan was looked at for programs that were successful, programs that needed more time to develop, and programs that needed to be ended.

b. Development of this school improvement plan

After the evaluation of the previous school improvement plan, the SAC discussed items that they felt needed to be included in the 2017-18 School Improvement Plan.

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

During the last SAC meeting, based off the determination of the school's needs, the committee gave input into the budget and how that could be used with the programs of the School Improvement Plan.

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

School improvement funds will be used to provide professional development and incentives for continuous academic achievement.

Substitute Teachers for Professional Development - \$4500
-instructional rounds
-Math department training
-Language Arts department training
Incentives for Academic Achievement - \$2000

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hipworth, Alexandra	Teacher, K-12
Haupt, Cynthia	Principal
Harris, William	Assistant Principal
Alvarado, Wendy	Teacher, K-12

b. Duties

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

School-wide activities to promote literacy:

Nook Book Club- Students who participate in this group receive a Nook, and each Thursday morning, they meet to discuss and reflect on what they are reading.

Battle of the Books- Each year, a team of students competes in this competition sponsored by SSYRA.

Reading Counts- This is our school-wide reading program. Based on progress, students receive prizes through the "Reading Counts Store."

Literacy Week- Each year, we participate in this state-side initiative to increase independent reading.

Summer Reading Programs- Using programs including "Scholastic Summer Reading Challenge" and "MyOn Reading," we promote independent reading during summer break.

Orange County Library System- Periodically, we conduct book talk visits with seventh grade classrooms.

Classroom-based activities to promote literacy:

Our instructional coaches will model and co-teach lessons to demonstrate and monitor effective instructional pedagogy. In addition, the coaches will facilitate the "Building Academic Vocabulary" (BAV) program for new teachers and model lessons. The administrative team will conduct data conversations with teachers and students to make individual instructional decisions and set learning goals. As a result of these conversations, the school will implement interventions for students struggling with reading in their classrooms. The teachers will develop quality lesson plans by planning high level questioning techniques to drive instruction, including the use of informational and high complexity text within their classrooms.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Every Professional Learning Community (PLC) group will have three formal meetings per week at College Park Middle School. This will allow teachers to meet with the purpose of reviewing data, discussing successful instructional strategies, and creating common assessments and lesson plans without using time outside of the workday. Teachers will also create deliberate practice groups, based on their chosen element, to encourage collaboration and a family they could go to with concerns/questions.

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

The administrative team will meet with all instructional staff, developing and sustaining professional relationships. In addition, the Principal Mentor program (CP Buddies) will partner new teachers with a highly qualified veteran teacher. Also, the teachers will be encouraged to participate and lead professional development opportunities. PLC's with teachers and Leadership team members will collaborate to discuss data as well as plan and implement strategies and lessons. Finally, Teacher Recognition Programs will be held by the following organizations: PTSA, SAC, Title 1 Officers, Hospitality Committee.

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

The Principal Mentor program (CP Buddies) will partner new teachers with a highly qualified veteran teacher.

Rationale: Mentor/ Mentee pairings decisions were based on a number of different factors including proximity, teaching similar subjects, promoting collaboration and the sharing of ideas to increase student achievement for both sides of the relationship, and reflection on teaching practices. To that end, we plan on having regular meetings between the mentor/ mentee and leadership team, professional development opportunities for both sides of the relationship, modeling/peer observation for professional growth and appropriate/useful feedback, and mentor/mentee monthly breakfast meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Under the leadership and guidance of the administration and instructional coaches during the weekly PLC's, teachers are delving deeper into the state's subject standards and district prescribed CRMs, ensuring that their lesson plan match the Florida Standards and test item specifications. When PLC's create common assessments, they focus both on Florida test item specs, as well as the EOC specs for the district exams. Lesson plans will be submitted and reviewed by the leadership team before each unit is taught to ensure that the appropriate standards based instruction is taking place. The leadership team will also conduct walk-throughs, informal, and formal observations to ascertain alignment to the Florida Standards. The administration will meet with teachers and PLC's to make adjustments and provide support as needed.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The standards that are measured on the common assessments are first used to provide the teacher with a solid plan as to what standards and skills the students need to be successful. These plans, combined with student data from previous assessments, direct our teachers as to the proper differentiation for our diverse student population. The common assessments are then used, in each curriculum area, to give teachers a clear understanding of which standards students are mastering. The data from these common assessments is used by teachers to determine which students need additional differentiation in order to master the content. Students who are identified as needing additional assistance are placed in small groups to work with the teacher or invited to attend tutoring provided in the morning or afternoon.

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

Strategy: Extended School Day

Minutes added to school year: 5,040

Students enrolled in this program will receive digital instruction proven to authentically engaged students in research based pedagogy that has consistently been shown to drive results.

Strategy Rationale

Students selected for tutoring programs have historically demonstrated below grade level performance in math. The program we are using will conduct a diagnostic test and will provide differentiated instruction specific to a student's area of need. Progress in the system will be monitored periodically to ensure proper progress and student understanding.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harris, William, william.harris@ocps.net

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

The data will be collected using Progress Book as a progress monitoring tools and iReady achievement report. The effectiveness will be determined based on student growth. If students are performing at a higher rate the strategy will be deemed effective, if their performance drops or does not change, another, more intensive strategy will be used with the student.

Strategy: After School Program

Minutes added to school year: 2,520

Odyssey of the Mind is an international, creative, problem-solving program that was begun by Dr. Sam Micklus, a professor at Rowan University in New Jersey. The aim of the program is to provide creative problem solving opportunities for students and foster original and divergent thinking. Each year, the Odyssey of the Mind organization publishes five different long-term problems. Students work in teams of up to seven members, under the guidance of an adult coach, to plan, create, and present their solution to one problem at the regional competition. At the competition, the teams are presented a spontaneous problem to solve on site. A team's standing in competition is determined by its combined Long-Term score, Style score, and Spontaneous score. If selected, the team can advance onto the state and world competitions.

Strategy Rationale

This program benefits students because it provides the following:

1. Students learn teamwork. They appreciate and understand others and they learn that group is a more powerful thinking force than an individual.
2. Students develop a sense of self-respect and respect for others through brainstorming, role-playing, and team building exercises.
3. Students learn how to persevere when a possible solution fails and are directed to learn from mistakes.
4. The program provides hands-on learning experiences that meet STEM and core-curriculum standards.
5. Each problem integrates language arts, performing arts, science, and math skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pare, Pam, pam2s@aol.com

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

1. We will determine the effectiveness of the program by the student's individual response to the activities, as well as, their ability to apply teamwork skills to cooperative group classroom activities.
2. Effectiveness can also be determined by whether the teams place in the regional, state, or world competitions.

Strategy: Before School Program

Minutes added to school year: 2,860

The competition club competes in the First Lego League (FLL) Robotics Competitions. These competitions are broken out into 3 categories:

1. Core Values which focuses on developing interpersonal skills and the ability to work as team
2. Project which focuses on interacting with professionals in the business community and devising a 'real world' solution to a 'real world' problem
3. Robot Game which focuses on designing and programming a robot to complete as many challenges in a 2:30 robot contest.

Strategy Rationale

To expose students to mechanical engineering and software engineering concepts in a friendly and competitive way.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Klein, Mary Shelley, maryshelley.klein@ocps.net

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

Student trial and error will be evaluated as they test and prepare for the upcoming competition. Overall effectiveness of the program will be determined based on student performance/preparedness for competition.

Strategy: Before School Program

Minutes added to school year: 1,980

Students from all grade levels participate by selecting, reading and discussing novels as a group with guidance from the facilitator. All book selections are read on Nook tablets, which were purchased by a grant from the Foundation for OCPS.

Strategy Rationale

Students will practice reading and discussing characters, plot and writing style, while gaining additional experience with technology. The goal is to promote reading for pleasure and to develop critical reading skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hipworth, Alexandra, alexandra.hipworth@ocps.net

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

Reading Counts quizzes and SRI (Lexile) growth.

Strategy: Extended School Day

Minutes added to school year: 1,680

Students enrolled in this program will receive additional standards based instruction catered toward current areas of need.

Strategy Rationale

Students selected for this program will be taking either high school EOC exams or are enrolled in an advanced math class which assumes they have previous knowledge that not all students have.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Haupt, Cynthia, cynthia.haupt@ocps.net

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

Student performance on classroom common assessments, progress reports, and report cards will be used as data to help determine students' progress and areas of need. Additional instructional time will be adjusted to fit students' specific needs.

Strategy: Before School Program

Minutes added to school year: 1,980

Students from all grade levels will read the Sunshine State Young Readers' 2015-2016 book list. Students will create and answer study questions as a group to learn and retain important details from each book. The school team will compete against middle school teams from across Orange County in April 2018.

Strategy Rationale

Students read books that are a variety of genres, reading levels, and complexity to strengthen comprehension, team-building and study skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hipworth, Alexandra, alexandra.hipworth@ocps.net

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

Students will take Reading Counts quizzes to check their comprehension of books read. Battle of the Books competition results will be available in April 2018.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

College Park Middle School has been working closely with its main feeder schools (Lake Silver, Rosemont, Princeton, and Killarney Elementary School) to ensure a smooth transition. The 6th grade guidance counselor, a member of the leadership team, and our International Baccalaureate (IB) coordinator provided opportunities for parents to speak with teachers at the elementary schools. We sent middle school preparedness packets over so that 5th grade teachers could begin to prepare their students for what they would encounter in middle school. Incoming 6th grade students come to College Park MS for a tour and introduction to middle school during a half day event. Incoming 6th grade IB students shadowed a current 6th grade IB student for a day near the end of the school year. Over the summer, we hosted a transition meeting with our feeder school's administration to discuss successful strategies with their outgoing 5th graders. In addition, new IB parents are invited to come for an informational event that covers what to expect as the parent and school expectations as well. During pre-planning, we also host a Meet Your Teacher orientation to welcome all students, provide information, and allow them to explore campus.

For our outgoing students, we work with our main feeder high schools (Edgewater and Jones High School) to identify students who are in need of extra assistance over the summer to try to keep them caught up in reading or math. We also host orientations for the main feeder schools so the students can hear expectations, offerings, and gain school information before they leave the 8th grade. The high school guidance counselors also sit down with our 8th graders and create their desired schedules to help them be successful during their first year in high school.

b. College and Career Readiness

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

Academic and career planning is taught through classroom guidance sessions at all grade levels as well as more intensive learning through career exploration classes. Each student schedule reflects the most rigor deemed appropriate by teachers, school counselor and administration based on previous grades, academic test scores and teacher input.

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

As an IB school, all core content areas, as well as exploratory areas, focus on the IB principles which connect students to the relevance of their classroom learning to real world applications. By integrating career courses and career components into multiple courses, the school promotes students' current studies to their future career goals.

College Park Middle School also offers Introduction to Information Technology to our 8th grade students. Students have the opportunity to earn high school credit, college credit and industry certification, Internet Business Associate Certification, through this course.

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

College and career readiness is emphasized at all grade levels through classroom guidance, instruction through content areas, and a school-wide college and career awareness initiative. From every classroom, hallway, office and even the cafeteria, post-secondary options are promoted throughout the entire campus.

By integrating career courses and career components into multiple courses, the school supports students' current studies toward their future career goals.

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).
- G2.** We will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps)
- G3.** We will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness)
- G4.** We will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness)

Strategic Goals Detail

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

G1. We will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1a

G094732

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of understanding of standards-based planning
- Teachers have a lack of understanding of standards-based and rigorous pedagogy

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Curriculum Tools
- School and District Coaches
- Common Planning Time
- Florida State Standards

Plan to Monitor Progress Toward G1. 8

Data from unit assessments, iReady, and/or Khan Academy will be used to monitor the effectiveness of instruction and desired trajectory towards our target.

Person Responsible

Cynthia Haupt

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Evidence collected will include assessment scores on Unify, iReady, and Kahn Academy.

G2. We will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps) 1a

G094733

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of understanding of standards-based planning
- Teachers have a lack of understanding of standards-based pedagogy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida State Standards
- District Curriculum Tools
- District and School Coaches
- Common Planning Time

Plan to Monitor Progress Toward G2. 8

Data from unit assessments, iReady, and/or Khan Academy will be used to monitor the effectiveness of instruction and desired trajectory towards our target.

Person Responsible

Cynthia Haupt

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Evidence collected will include assessment scores on Unify, iReady, and Kahn Academy.

G3. We will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness) 1a

G094734

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	90.0
Algebra I EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of understanding of standards-based planning.
- Teachers have a lack of understanding of standards-based and rigorous pedagogy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida State Standards
- District Curriculum Tools
- District and School Coaches
- Common Planning Time

Plan to Monitor Progress Toward G3. 8

Student participation and achievement will increase in all accelerated courses using standards based instruction, improvement will be seen in the quality of standards based lesson plans and instruction as well as student success rate on standardized assessments.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Increases in student performance in accelerated courses will be seen as a result of improved results of common assessments, mini assessments, EOC scores and FSA scores.

G4. We will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness) 1a

G094735

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of understanding of standards based planning
- Teachers have a lack of understanding of standards-based and rigorous pedagogy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District coaches
- District curriculum tools, including CRMs
- Common planning times
- School based coaches

Plan to Monitor Progress Toward G4. 8

Student achievement by all subgroups will increase in all core academic areas using standards based instruction. Improvement will be seen in the quality of standards based lesson plans and common assessments as well as student success rate on standardized assessments.

Person Responsible

Cynthia Haupt

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Increases in student achievement will be seen as a result of improved results of EOC scores, FCAT, and FSA scores.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1

G094732

G1.B1 Teachers have a lack of understanding of standards-based planning 2

B254709

G1.B1.S1 Collaborative Team Planning 4

S269035

Strategy Rationale

Administrators, instructional coaches, and teachers will use three official Professional Learning Communities per week to plan and discuss effective instructional goals and strategies to deliver grade level standards based instruction.

Action Step 1 5

Professional development will be given to teach appropriate team planning.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/15/2017 to 5/2/2018

Evidence of Completion

The evidence to show this action step is complete will be sign-in sheets

Action Step 2 5

Administration and instructional coaches will facilitate PLC meetings on a weekly basis in all of the core subject areas.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The evidence to show this action step is complete will be sign in sheets, minutes from the PLC meetings, and instructional plans.

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

We will monitor and support the fidelity of implementation of this strategy by continuously reviewing standards based lesson plans created by the teachers and providing feedback to the teachers before instruction takes place. In addition, members of the leadership team will continually visit classrooms during the instruction of these plans to ensure that they are being delivered with fidelity.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation and Google Docs.

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

Members of the leadership team will continually have discussions with the each other to monitor the effectiveness of these PLCs and the planning taking place during the PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the notes from the leadership team meetings.

G1.B1.S2 Unit Planning Training 4

S269036

Strategy Rationale

Teachers will use differentiated professional development tailored to their current level of understanding and expertise to create effective unit plans for their classroom instruction.

Action Step 1 5

The instructional staff will be provided differentiated, targeted professional development, based on their current level of expertise around the theme of unit planning.

Person Responsible

Alex Carr

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.

Action Step 2 5

The instructional staff will be provided professional development centered around instructional techniques and daily implementation of lesson plans that will provide remediation and enrichment for students having a deeper understanding of the standards.

Person Responsible

Alex Carr

Schedule

Monthly, from 10/4/2017 to 5/16/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.

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

Observations and facilitating of trainings will be conducted by members of the leadership team in order to monitor for fidelity of this activity.

Person Responsible

Cynthia Haupt

Schedule

Monthly, from 8/17/2017 to 5/9/2018

Evidence of Completion

Evidence collected to demonstrate the fidelity of implementation of this activity will include sign in sheets from the professional development training.

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

In order to monitor for the effectiveness of the implementation of this activity, the administration will check unit lesson plans turned in by the instructional staff.

Person Responsible

William Harris

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate this action plan will be unit lesson plans that will be turned in by all instructional staff to administrators before the start of each unit. In addition, classroom visits, documented on iObservation and GoogleDocs, will be used to observe the implementation of these lesson plans.

G1.B2 Teachers have a lack of understanding of standards-based and rigorous pedagogy **2**

 B254710

G1.B2.S1 Collaborative team planning **4**

 S269037

Strategy Rationale

Administrators will facilitate three Professional Learning Communities per week to plan and discuss effective instructional strategies with the classroom teachers in order for them to deliver grade level standards based instructional plans.

Action Step 1 **5**

Professional development will be given to teach appropriate team planning.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

The evidence to show this action step is complete will be sign-in sheets for professional development sessions.

Action Step 2 **5**

The leadership team will visit PLCs and observe and facilitate discussions.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

The evidence to show this action step is PLC sign in sheets and minutes from the meetings.

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

We will monitor and support the fidelity of implementation of this strategy by continuously attending and reviewing standards based lesson plans created by the teachers.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.

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

Members of the leadership team will continually have discussions and meetings with the classroom teachers to monitor the effectiveness of these PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.

G1.B2.S2 Classroom observations 4

S269038

Strategy Rationale

Teachers will use instruction based off of their standards-based lesson plans. To ensure that all of our teachers are providing standards based instruction based off of the standards based lesson plans that they created and that the administration has reviewed, the administration will observe teachers on a daily basis.

Action Step 1 5

The administration will rotate going into the classrooms and observing the teacher's instruction.

Person Responsible

Cynthia Haupt

Schedule

Daily, from 8/15/2017 to 5/29/2018

Evidence of Completion

The evidence to show this action step is observation notes and reports from GoogleDocs and iObservation.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

We will monitor and support the fidelity of implementation of this strategy by continuously updating and reviewing the observation data.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Weekly reviews of the data will be conducted to determine if positive trends are increasing and to determine if negative instructional strategies are being reduced.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.

G2. We will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps) 1

G094733

G2.B1 Teachers have a lack of understanding of standards-based planning 2

B254711

G2.B1.S1 Unit Planning Training 4

S269039

Strategy Rationale

Teachers will use differentiated professional development tailored to their current level of understanding and expertise to create effective unit plans for their classroom instruction.

Action Step 1 5

The instructional staff will be provided differentiated, targeted professional development around the themes of unit planning and lesson plans.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Observations and facilitating of trainings will be conducted by members of the leadership team in order to monitor for fidelity of this activity.

Action Step 2 5

The instructional staff will be provided professional development centered around instructional techniques and daily implementation of lesson plans that will provide remediation and enrichment for students having a deeper understanding of the standards.

Person Responsible

Alex Carr

Schedule

Monthly, from 10/4/2017 to 5/16/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.

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

Observations and facilitating of trainings will be conducted by members of the leadership team in order to monitor for fidelity of this activity.

Person Responsible

Cynthia Haupt

Schedule

Monthly, from 8/17/2017 to 5/9/2018

Evidence of Completion

Evidence collected to demonstrate the fidelity of implementation of this activity will include sign in sheets from the professional development training.

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

In order to monitor for the effectiveness of the implementation of this activity, the administration will check unit lesson plans turned in by the instructional staff.

Person Responsible

William Harris

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate this action plan will be unit lesson plans that will be turned in by all instructional staff to administrators before the start of each unit. In addition, classroom visits, documented on iObservation and GoogleDocs, will be used to observe the implementation of these lesson plans.

G2.B1.S2 Collaborative Team Planning 4

S269040

Strategy Rationale

Administrators, instructional coaches, and teachers will use three official Professional Learning Communities per week to plan and discuss effective instructional goals and strategies to deliver grade level standards based instruction.

Action Step 1 5

Professional development will be given to teach appropriate team planning.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/17/2017 to 5/9/2018

Evidence of Completion

The leadership team will host trainings and observe and facilitate, when necessary.

Action Step 2 5

Administration and instructional coaches will facilitate PLC meetings on a weekly basis in all of the core subject areas.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The evidence to show this action step is complete will be sign in sheets, minutes from the PLC meetings, and instructional plans.

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

We will monitor and support the fidelity of implementation of this strategy by continuously reviewing standards based lesson plans created by the teachers and providing feedback to the teachers before instruction takes place. In addition, members of the leadership team will continually visit classrooms during the instruction of these plans to ensure that they are being delivered with fidelity.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation and Google Docs.

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

Members of the leadership team will continually have discussions with the each other to monitor the effectiveness of these PLCs and the planning taking place during the PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the notes from the leadership team meetings.

G2.B2 Teachers have a lack of understanding of standards-based pedagogy 2

B254712

G2.B2.S1 Collaborative Team Planning 4

S269041

Strategy Rationale

Administrators will facilitate three Professional Learning Communities per week to plan and discuss effective instructional strategies with the classroom teachers in order for them to deliver grade level standards based instructional plans.

Action Step 1 5

Professional development will be given to teach appropriate team planning.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

The evidence to show this action step is complete will be sign-in sheets for professional development sessions.

Action Step 2 5

The leadership team will visit PLCs and observe and facilitate discussions.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

The evidence to show this action step is PLC sign in sheets and minutes from the meetings.

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

We will monitor and support the fidelity of implementation of this strategy by continuously attending and reviewing standards based lesson plans created by the teachers.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.

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

Members of the leadership team will continually have discussions and meetings with the classroom teachers to monitor the effectiveness of these PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.

G2.B2.S2 Classroom Observations 4

S269042

Strategy Rationale

Teachers will use instruction based off of their standards-based lesson plans. To ensure that all of our teachers are providing standards based instruction based off of the standards based lesson plans that they created and that the administration has reviewed, the administration will observe teachers on a daily basis.

Action Step 1 5

The administration will rotate going into the classrooms and observing the teacher's instruction.

Person Responsible

Cynthia Haupt

Schedule

Daily, from 8/15/2017 to 5/29/2018

Evidence of Completion

The evidence to show this action step is observation notes and reports from GoogleDocs and iObservation.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

We will monitor and support the fidelity of implementation of this strategy by continuously updating and reviewing the observation data.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Weekly reviews of the data will be conducted to determine if positive trends are increasing and to determine if negative instructional strategies are being reduced.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.

G3. We will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness) 1

G094734

G3.B1 Teachers have a lack of understanding of standards-based planning. 2

B254713

G3.B1.S1 Unit Planning Training 4

S269043

Strategy Rationale

Teachers will use differentiated professional development tailored to their current level of understanding and expertise to create effective unit plans for their classroom instruction.

Action Step 1 5

The instructional staff will be provided differentiated, targeted professional development, based on their current level of expertise around the theme of unit planning.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/15/2017 to 5/18/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.

Action Step 2 5

The instructional staff will be provided professional development centered around instructional techniques and daily implementation of lesson plans that will provide remediation and enrichment for students having a deeper understanding of the standards.

Person Responsible

Alex Carr

Schedule

Monthly, from 10/4/2017 to 5/16/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.

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

Observations and facilitating of trainings will be conducted by members of the leadership team in order to monitor for fidelity of this activity.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/17/2017 to 5/9/2018

Evidence of Completion

Evidence collected to demonstrate the fidelity of implementation of this activity will include sign in sheets from the professional development training.

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

In order to monitor for the effectiveness of the implementation of this activity, the administration will check unit lesson plans turned in by the instructional staff.

Person Responsible

William Harris

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate this action plan will be unit lesson plans that will be turned in by all instructional staff to administrators before the start of each unit. In addition, classroom visits, documented on iObservation and GoogleDocs, will be used to observe the implementation of these lesson plans.

G3.B1.S2 Collaborative Team Planning 4

S269044

Strategy Rationale

Administrators will facilitate three Professional Learning Communities per week to plan and discuss effective instructional strategies with the classroom teachers in order for them to deliver grade level standards based instructional plans.

Action Step 1 5

Professional development will be given to teach appropriate team planning.

Person Responsible

Alex Carr

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

The evidence to show this action step is complete will be sign-in sheets for professional development sessions.

Action Step 2 5

The leadership team will visit PLCs and observe and facilitate discussions.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

The evidence to show this action step is PLC sign in sheets and minutes from the meetings.

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

We will monitor and support the fidelity of implementation of this strategy by continuously attending and reviewing standards based lesson plans created by the teachers.

Person Responsible

Cynthia Haupt

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.

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

Members of the leadership team will continually have discussions and meetings with the classroom teachers to monitor the effectiveness of these PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.

G3.B2 Teachers have a lack of understanding of standards-based and rigorous pedagogy **2**

 B254714

G3.B2.S1 Classroom Observations **4**

 S269045

Strategy Rationale

Teachers will use instruction based off of their standards-based lesson plans. To ensure that all of our teachers are providing standards based instruction based off of the standards based lesson plans that they created and that the administration has reviewed, the administration will observe teachers on a daily basis.

Action Step 1 **5**

Professional development will be given to teach appropriate pedagogy to teachers

Person Responsible

Alex Carr

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

The evidence to show this action step is complete will be sign-in sheets for professional development sessions.

Action Step 2 **5**

The administration will rotate going into the classrooms and observing the teacher's instruction.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/29/2018

Evidence of Completion

The evidence to show this action step is observation notes and reports from GoogleDocs and iObservation.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

We will monitor and support the fidelity of implementation of this strategy by continuously updating and reviewing the observation data.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Weekly reviews of the data will be conducted to determine if positive trends are increasing and to determine if negative instructional strategies are being reduced.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.

G3.B2.S2 Collaborative Team Planning 4

S269046

Strategy Rationale

Administrators will facilitate three Professional Learning Communities per week to plan and discuss effective instructional strategies with the classroom teachers in order for them to deliver grade level standards based instructional plans.

Action Step 1 5

Professional development will be given to teach appropriate team planning.

Person Responsible

Wendy Alvarado

Schedule

Monthly, from 8/8/2017 to 5/16/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be sign in sheets during professional development trainings.

Action Step 2 5

The leadership team will visit PLCs and observe and facilitate discussions.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

The evidence to show this action step is PLC sign in sheets and minutes from the meetings.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

We will monitor and support the fidelity of implementation of this strategy by continuously attending and reviewing standards based lesson plans created by the teachers.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in Google Doc and iObservation.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Members of the leadership team will continually have discussions and meetings with the classroom teachers to monitor the effectiveness of these PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.

G4. We will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness) **1**

 G094735

G4.B1 Teachers have a lack of understanding of standards based planning **2**

 B254715

G4.B1.S1 Teachers will use a systematic planning process. **4**

 S269047

Strategy Rationale

To ensure the fidelity of teacher planning, ensure scope and sequence is being followed and adhere to CRM pacing.

Action Step 1 **5**

Introduce the IB lesson planning template

Person Responsible

Wendy Alvarado

Schedule

On 8/8/2017

Evidence of Completion

Power point of lesson plan template and sign in sheet during pre-planning meeting

Action Step 2 **5**

Professional development to chunk the unit plans to fit into individual departmental needs

Person Responsible

Alex Carr

Schedule

Quarterly, from 8/10/2017 to 3/27/2018

Evidence of Completion

Sign in sheet and chunked unit plans submitted based off the details of the Sunshine State standards and International Baccalaureate Middle Years Programme.

Action Step 3 5

Leadership team reviews lesson plans and common assessments and revise as necessary if they do not contain the appropriate levels of rigor and/or accuracy of standards.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/11/2017 to 5/18/2018

Evidence of Completion

Ongoing lesson plans and common assessments that are submitted to administration for appropriate levels of rigor and/or accuracy of standards.

Action Step 4 5

Discussing revisions of lesson plans and common assessments with PLC's

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/29/2018

Evidence of Completion

PLC minutes

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

Lesson plans and common assessments

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/11/2017 to 5/25/2018

Evidence of Completion

Lesson plans and common assessments will be standards based.

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

Teachers will deliver quality instruction based off the lesson plans developed and verified.

Person Responsible

Cynthia Haupt

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Improved lesson plans and standards-based common assessments

G4.B1.S2 Leadership team will develop a strategy for reviewing lesson plans and common assessments. 4

S269048

Strategy Rationale

Ensure that common assessments are standards based and that lessons are designed to address the common assessments.

Action Step 1 5

Create a calendar of dates that common assessments and lesson plans are due.

Person Responsible

Cynthia Haupt

Schedule

On 8/14/2017

Evidence of Completion

Evidence will be the calendar of dates

Action Step 2 5

Meet in teams to review and assess lesson plans and common assessments

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Collaborative teams will meet regularly with sign in sheets

Action Step 3 5

Provide feedback to PLC's

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/16/2017 to 5/23/2018

Evidence of Completion

PLC minutes and revised common assessments and lesson plans as necessary.

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

There will be a written strategy for reviewing lesson plans and common assessments

Person Responsible

Cynthia Haupt

Schedule

On 8/8/2017

Evidence of Completion

Evidence is the written strategy for reviewing lesson plans and common assessments.

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

Teachers will deliver appropriate, standards based instruction.

Person Responsible

Cynthia Haupt

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Improved lesson plans and standards based common assessments.

G4.B2 Teachers have a lack of understanding of standards-based and rigorous pedagogy. **2**

 B254716

G4.B2.S1 Classroom Observations **4**

 S269049

Strategy Rationale

Teachers will use instruction based off of their standards-based lesson plans. To ensure that all of our teachers are providing standards based instruction based off of the standards based lesson plans that they created and that the administration has reviewed, the administration will observe teachers on a daily basis.

Action Step 1 **5**

Professional development to teach appropriate pedagogy to teachers

Person Responsible

Alex Carr

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

The evidence to show this action step is complete will be sign-in sheets and classroom observations to ensure the appropriate pedagogy is being used in the classrooms.

Action Step 2 **5**

Leadership team will visit classrooms and observe teacher instruction.

Person Responsible

Cynthia Haupt

Schedule

Daily, from 8/15/2017 to 5/30/2018

Evidence of Completion

The evidence to show this action step is complete will be walk through documents and iObservation.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

We will monitor and support the fidelity of implementation of this strategy by continuously updating and reviewing the observation data.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Weekly reviews of the data will be conducted to determine if positive trends are increasing and to determine if negative instructional strategies are being reduced.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.

G4.B2.S2 Collaborative Team Planning 4

S269050

Strategy Rationale

Teachers will use three official Professional Learning Communities to plan and discuss effective instructional strategies to deliver grade level standards based instructional plans.

Action Step 1 5

Professional development will be given to teach appropriate team planning.

Person Responsible

Wanda Alvarado

Schedule

Monthly, from 8/8/2017 to 5/16/2018

Evidence of Completion

The evidence collected to demonstrate completion of this activity will be signing sheets from the professional development training.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

We will monitor and support the fidelity of implementation of this strategy by continuously attending and reviewing standards based lesson plans created by the teachers.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in Google Doc and iObservation.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Members of the leadership team will continually have discussions and meetings with the classroom teachers to monitor the effectiveness of these PLCs.

Person Responsible

Cynthia Haupt

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

The evidence collected will be the standards-based lesson plans as well as notes from the weekly Professional Learning Community meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B1.S1.A1  A358998	Introduce the IB lesson planning template	Alvarado, Wendy	8/8/2017	Power point of lesson plan template and sign in sheet during pre-planning meeting	8/8/2017 one-time
G4.B1.S2.MA1  M383575	There will be a written strategy for reviewing lesson plans and common assessments	Haupt, Cynthia	8/8/2017	Evidence is the written strategy for reviewing lesson plans and common assessments.	8/8/2017 one-time
G4.B1.S2.A1  A359002	Create a calendar of dates that common assessments and lesson plans are due.	Haupt, Cynthia	8/14/2017	Evidence will be the calendar of dates	8/14/2017 one-time
G4.B1.S1.A2  A358999	Professional development to chunk the unit plans to fit into individual departmental needs	Carr, Alex	8/10/2017	Sign in sheet and chunked unit plans submitted based off the details of the Sunshine State standards and International Baccalaureate Middle Years Programme.	3/27/2018 quarterly
G1.B1.S1.A1  A358976	Professional development will be given to teach appropriate team planning.	Carr, Alex	8/15/2017	The evidence to show this action step is complete will be sign-in sheets	5/2/2018 monthly
G2.B1.S1.MA1  M383555	Observations and facilitating of trainings will be conducted by members of the leadership team in...	Haupt, Cynthia	8/17/2017	Evidence collected to demonstrate the fidelity of implementation of this activity will include sign in sheets from the professional development training.	5/9/2018 monthly
G3.B1.S1.MA1  M383564	Observations and facilitating of trainings will be conducted by members of the leadership team in...	Haupt, Cynthia	8/17/2017	Evidence collected to demonstrate the fidelity of implementation of this activity will include sign in sheets from the professional development training.	5/9/2018 weekly
G1.B1.S2.MA1  M383548	Observations and facilitating of trainings will be conducted by members of the leadership team in...	Haupt, Cynthia	8/17/2017	Evidence collected to demonstrate the fidelity of implementation of this activity will include sign in sheets from the professional development training.	5/9/2018 monthly
G2.B1.S2.A1  A358985	Professional development will be given to teach appropriate team planning.	Carr, Alex	8/17/2017	The leadership team will host trainings and observe and facilitate, when necessary.	5/9/2018 monthly
G2.B1.S1.A2  A358984	The instructional staff will be provided professional development centered around instructional...	Carr, Alex	10/4/2017	The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.	5/16/2018 monthly
G3.B1.S1.A2  A358991	The instructional staff will be provided professional development centered around instructional...	Carr, Alex	10/4/2017	The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.	5/16/2018 monthly
G1.B1.S2.A2  A358979	The instructional staff will be provided professional development centered around instructional...	Carr, Alex	10/4/2017	The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.	5/16/2018 monthly
G3.B2.S2.A1  A358996	Professional development will be given to teach appropriate team planning.	Alvarado, Wendy	8/8/2017	The evidence collected to demonstrate completion of this activity will be sign in sheets during professional development trainings.	5/16/2018 monthly
G4.B2.S2.A1  A359007	Professional development will be given to teach appropriate team planning.	Alvarado, Wanda	8/8/2017	The evidence collected to demonstrate completion of this activity will be signing sheets from the professional development training.	5/16/2018 monthly
G1.MA1  M383553	Data from unit assessments, iReady, and/or Khan Academy will be used to monitor the effectiveness...	Haupt, Cynthia	8/18/2017	Evidence collected will include assessment scores on Unify, iReady, and Kahn Academy.	5/18/2018 monthly
G2.MA1  M383562	Data from unit assessments, iReady, and/or Khan Academy will be used to monitor the effectiveness...	Haupt, Cynthia	8/18/2017	Evidence collected will include assessment scores on Unify, iReady, and Kahn Academy.	5/18/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M383546	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/18/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation and Google Docs.	5/18/2018 weekly
G1.B2.S1.A1 A358980	Professional development will be given to teach appropriate team planning.	Carr, Alex	8/8/2017	The evidence to show this action step is complete will be sign-in sheets for professional development sessions.	5/18/2018 monthly
G2.B1.S1.A1 A358983	The instructional staff will be provided differentiated, targeted professional development around...	Carr, Alex	8/17/2017	Observations and facilitating of trainings will be conducted by members of the leadership team in order to monitor for fidelity of this activity.	5/18/2018 monthly
G2.B2.S1.A1 A358987	Professional development will be given to teach appropriate team planning.	Carr, Alex	8/8/2017	The evidence to show this action step is complete will be sign-in sheets for professional development sessions.	5/18/2018 monthly
G3.B1.S1.A1 A358990	The instructional staff will be provided differentiated, targeted professional development, based...	Carr, Alex	8/15/2017	The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.	5/18/2018 monthly
G3.B2.S1.A1 A358994	Professional development will be given to teach appropriate pedagogy to teachers	Carr, Alex	8/8/2017	The evidence to show this action step is complete will be sign-in sheets for professional development sessions.	5/18/2018 monthly
G4.B1.S1.A3 A359000	Leadership team reviews lesson plans and common assessments and revise as necessary if they do not...	Haupt, Cynthia	8/11/2017	Ongoing lesson plans and common assessments that are submitted to administration for appropriate levels of rigor and/or accuracy of standards.	5/18/2018 weekly
G4.B2.S1.A1 A359005	Professional development to teach appropriate pedagogy to teachers	Carr, Alex	8/8/2017	The evidence to show this action step is complete will be sign-in sheets and classroom observations to ensure the appropriate pedagogy is being used in the classrooms.	5/18/2018 monthly
G1.B1.S2.A1 A358978	The instructional staff will be provided differentiated, targeted professional development, based...	Carr, Alex	8/15/2017	The evidence collected to demonstrate completion of this activity will be sign in sheets from the professional development trainings.	5/18/2018 weekly
G2.B1.S2.MA1 M383557	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/18/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation and Google Docs.	5/18/2018 weekly
G3.B1.S2.A1 A358992	Professional development will be given to teach appropriate team planning.	Carr, Alex	8/8/2017	The evidence to show this action step is complete will be sign-in sheets for professional development sessions.	5/18/2018 monthly
G4.B2.S2.MA1 M383578	Members of the leadership team will continually have discussions and meetings with the classroom...	Haupt, Cynthia	8/15/2017	The evidence collected will be the standards-based lesson plans as well as notes from the weekly Professional Learning Community meetings.	5/18/2018 weekly
G4.B1.S2.A3 A359004	Provide feedback to PLC's	Haupt, Cynthia	8/16/2017	PLC minutes and revised common assessments and lesson plans as necessary.	5/23/2018 weekly
G1.B1.S1.MA1 M383545	Members of the leadership team will continually have discussions with the each other to monitor the...	Haupt, Cynthia	8/15/2017	The evidence collected will be the notes from the leadership team meetings.	5/25/2018 weekly
G1.B1.S1.A2 A358977	Administration and instructional coaches will facilitate PLC meetings on a weekly basis in all of...	Haupt, Cynthia	8/14/2017	The evidence to show this action step is complete will be sign in sheets, minutes from the PLC meetings, and instructional plans.	5/25/2018 weekly
G1.B2.S1.MA1 M383549	Members of the leadership team will continually have discussions and meetings with the classroom...	Haupt, Cynthia	8/21/2017	The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M383550	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/15/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.	5/25/2018 weekly
G2.B1.S1.MA1 M383554	In order to monitor for the effectiveness of the implementation of this activity, the...	Harris, William	8/18/2017	The evidence collected to demonstrate this action plan will be unit lesson plans that will be turned in by all instructional staff to administrators before the start of each unit. In addition, classroom visits, documented on iObservation and GoogleDocs, will be used to observe the implementation of these lesson plans.	5/25/2018 weekly
G2.B2.S1.MA1 M383558	Members of the leadership team will continually have discussions and meetings with the classroom...	Haupt, Cynthia	8/21/2017	The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.	5/25/2018 weekly
G2.B2.S1.MA1 M383559	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/15/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.	5/25/2018 weekly
G3.B1.S1.MA1 M383563	In order to monitor for the effectiveness of the implementation of this activity, the...	Harris, William	8/18/2017	The evidence collected to demonstrate this action plan will be unit lesson plans that will be turned in by all instructional staff to administrators before the start of each unit. In addition, classroom visits, documented on iObservation and GoogleDocs, will be used to observe the implementation of these lesson plans.	5/25/2018 weekly
G3.B2.S1.MA1 M383567	Weekly reviews of the data will be conducted to determine if positive trends are increasing and to...	Haupt, Cynthia	8/18/2017	The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.	5/25/2018 weekly
G3.B2.S1.MA1 M383568	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/21/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports.	5/25/2018 weekly
G4.B1.S1.MA1 M383573	Lesson plans and common assessments	Haupt, Cynthia	8/11/2017	Lesson plans and common assessments will be standards based.	5/25/2018 weekly
G4.B2.S1.MA1 M383576	Weekly reviews of the data will be conducted to determine if positive trends are increasing and to...	Haupt, Cynthia	8/18/2017	The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.	5/25/2018 weekly
G4.B2.S1.MA1 M383577	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/21/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.	5/25/2018 weekly
G1.B1.S2.MA1 M383547	In order to monitor for the effectiveness of the implementation of this activity, the...	Harris, William	8/18/2017	The evidence collected to demonstrate this action plan will be unit lesson plans that will be turned in by all instructional staff to administrators before the start of each unit. In addition, classroom visits, documented on iObservation and GoogleDocs, will be used to observe the implementation of these lesson plans.	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1 M383551	Weekly reviews of the data will be conducted to determine if positive trends are increasing and to...	Haupt, Cynthia	8/18/2017	The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.	5/25/2018 weekly
G1.B2.S2.MA1 M383552	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/21/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports.	5/25/2018 weekly
G2.B1.S2.MA1 M383556	Members of the leadership team will continually have discussions with the each other to monitor the...	Haupt, Cynthia	8/15/2017	The evidence collected will be the notes from the leadership team meetings.	5/25/2018 weekly
G2.B1.S2.A2 A358986	Administration and instructional coaches will facilitate PLC meetings on a weekly basis in all of...	Haupt, Cynthia	8/14/2017	The evidence to show this action step is complete will be sign in sheets, minutes from the PLC meetings, and instructional plans.	5/25/2018 weekly
G2.B2.S2.MA1 M383560	Weekly reviews of the data will be conducted to determine if positive trends are increasing and to...	Haupt, Cynthia	8/18/2017	The evidence collected will be the meeting notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness at reducing this barrier.	5/25/2018 weekly
G2.B2.S2.MA1 M383561	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/21/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports.	5/25/2018 weekly
G3.B1.S2.MA1 M383565	Members of the leadership team will continually have discussions and meetings with the classroom...	Haupt, Cynthia	8/21/2017	The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.	5/25/2018 weekly
G3.B1.S2.MA1 M383566	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/15/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in iObservation.	5/25/2018 monthly
G3.B2.S2.MA1 M383569	Members of the leadership team will continually have discussions and meetings with the classroom...	Haupt, Cynthia	8/21/2017	The evidence collected will be the standards-based lesson plans as well as notes from the weekly PLC meetings. In addition, the administrative team will use observations from classroom visits to monitor the effectiveness.	5/25/2018 weekly
G3.B2.S2.MA1 M383570	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/15/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in Google Doc and iObservation.	5/25/2018 weekly
G4.B1.S2.A2 A359003	Meet in teams to review and assess lesson plans and common assessments	Haupt, Cynthia	8/18/2017	Collaborative teams will meet regularly with sign in sheets	5/25/2018 weekly
G4.B2.S2.MA1 M383579	We will monitor and support the fidelity of implementation of this strategy by continuously...	Haupt, Cynthia	8/15/2017	The evidence collected to demonstrate fidelity of this action plan will be the observation data and reports in Google Doc and iObservation.	5/25/2018 weekly
G3.B2.S1.A2 A358995	The administration will rotate going into the classrooms and observing the teacher's instruction.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is observation notes and reports from GoogleDocs and iObservation.	5/29/2018 weekly
G4.B1.S1.A4 A359001	Discussing revisions of lesson plans and common assessments with PLC's	Haupt, Cynthia	8/15/2017	PLC minutes	5/29/2018 weekly
G1.B2.S2.A1 A358982	The administration will rotate going into the classrooms and observing the teacher's instruction.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is observation notes and reports from GoogleDocs and iObservation.	5/29/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1 A358989	The administration will rotate going into the classrooms and observing the teacher's instruction.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is observation notes and reports from GoogleDocs and iObservation.	5/29/2018 daily
G3.MA1 M383571	Student participation and achievement will increase in all accelerated courses using standards...	Haupt, Cynthia	8/21/2017	Increases in student performance in accelerated courses will be seen as a result of improved results of common assessments, mini assessments, EOC scores and FSA scores.	5/30/2018 weekly
G4.MA1 M383580	Student achievement by all subgroups will increase in all core academic areas using standards based...	Haupt, Cynthia	8/14/2017	Increases in student achievement will be seen as a result of improved results of EOC scores, FCAT, and FSA scores.	5/30/2018 daily
G1.B2.S1.A2 A358981	The leadership team will visit PLCs and observe and facilitate discussions.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is PLC sign in sheets and minutes from the meetings.	5/30/2018 weekly
G2.B2.S1.A2 A358988	The leadership team will visit PLCs and observe and facilitate discussions.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is PLC sign in sheets and minutes from the meetings.	5/30/2018 weekly
G4.B1.S1.MA1 M383572	Teachers will deliver quality instruction based off the lesson plans developed and verified.	Haupt, Cynthia	8/14/2017	Improved lesson plans and standards-based common assessments	5/30/2018 daily
G4.B2.S1.A2 A359006	Leadership team will visit classrooms and observe teacher instruction.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is complete will be walk through documents and iObservation.	5/30/2018 daily
G3.B1.S2.A2 A358993	The leadership team will visit PLCs and observe and facilitate discussions.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is PLC sign in sheets and minutes from the meetings.	5/30/2018 weekly
G3.B2.S2.A2 A358997	The leadership team will visit PLCs and observe and facilitate discussions.	Haupt, Cynthia	8/15/2017	The evidence to show this action step is PLC sign in sheets and minutes from the meetings.	5/30/2018 weekly
G4.B1.S2.MA1 M383574	Teachers will deliver appropriate, standards based instruction.	Haupt, Cynthia	8/14/2017	Improved lesson plans and standards based common assessments.	5/30/2018 daily

V. Professional Development Opportunities

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

G1. We will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).

G1.B1 Teachers have a lack of understanding of standards-based planning

G1.B1.S1 Collaborative Team Planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/15/2017 to 5/2/2018

G1.B1.S2 Unit Planning Training

PD Opportunity 1

The instructional staff will be provided differentiated, targeted professional development, based on their current level of expertise around the theme of unit planning.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2017 to 5/18/2018

PD Opportunity 2

The instructional staff will be provided professional development centered around instructional techniques and daily implementation of lesson plans that will provide remediation and enrichment for students having a deeper understanding of the standards.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 10/4/2017 to 5/16/2018

G1.B2 Teachers have a lack of understanding of standards-based and rigorous pedagogy

G1.B2.S1 Collaborative team planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Dr. Alex Carr

Participants

Classroom Teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G2. We will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps)

G2.B1 Teachers have a lack of understanding of standards-based planning

G2.B1.S1 Unit Planning Training

PD Opportunity 1

The instructional staff will be provided differentiated, targeted professional development around the themes of unit planning and lesson plans.

Facilitator

Dr. Alexander Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2017 to 5/18/2018

PD Opportunity 2

The instructional staff will be provided professional development centered around instructional techniques and daily implementation of lesson plans that will provide remediation and enrichment for students having a deeper understanding of the standards.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 10/4/2017 to 5/16/2018

G2.B1.S2 Collaborative Team Planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2017 to 5/9/2018

G2.B2 Teachers have a lack of understanding of standards-based pedagogy

G2.B2.S1 Collaborative Team Planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G3. We will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness)

G3.B1 Teachers have a lack of understanding of standards-based planning.

G3.B1.S1 Unit Planning Training

PD Opportunity 1

The instructional staff will be provided differentiated, targeted professional development, based on their current level of expertise around the theme of unit planning.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/15/2017 to 5/18/2018

PD Opportunity 2

The instructional staff will be provided professional development centered around instructional techniques and daily implementation of lesson plans that will provide remediation and enrichment for students having a deeper understanding of the standards.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 10/4/2017 to 5/16/2018

G3.B1.S2 Collaborative Team Planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Dr. Alex Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G3.B2 Teachers have a lack of understanding of standards-based and rigorous pedagogy

G3.B2.S1 Classroom Observations

PD Opportunity 1

Professional development will be given to teach appropriate pedagogy to teachers

Facilitator

Dr. Alexander Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G3.B2.S2 Collaborative Team Planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Ms. Alvarado

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/16/2018

G4. We will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness)

G4.B1 Teachers have a lack of understanding of standards based planning

G4.B1.S1 Teachers will use a systematic planning process.

PD Opportunity 1

Introduce the IB lesson planning template

Facilitator

Wendy Alvarado

Participants

Instructional Staff

Schedule

On 8/8/2017

PD Opportunity 2

Professional development to chunk the unit plans to fit into individual departmental needs

Facilitator

Alex Carr

Participants

Instructional Staff

Schedule

Quarterly, from 8/10/2017 to 3/27/2018

G4.B2 Teachers have a lack of understanding of standards-based and rigorous pedagogy.

G4.B2.S1 Classroom Observations

PD Opportunity 1

Professional development to teach appropriate pedagogy to teachers

Facilitator

Dr. Alexander Carr

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G4.B2.S2 Collaborative Team Planning

PD Opportunity 1

Professional development will be given to teach appropriate team planning.

Facilitator

Ms. Alvarado

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/16/2018

VI. Technical Assistance Items

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