2013-2014 SCHOOL IMPROVEMENT PLAN

Southside Middle School
2948 KNIGHTS LN E
Jacksonville, FL 32216
904-739-5238
http://www.duvalschools.org/southside

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	64%

Alternative/ESE Center	Charter School	Minority Rate
No	No	71%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	F	D	C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Southside Middle School

Principal
Zeina Khanachet

School Advisory Council chair
Mary Jackson

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

Name	Title
Zeina Khanachet	Principal
Tanya Thompson	Assistant Principal of Curriculum
Angela Waltbillig	Assistant Principal
Godfrey Story	Dean of Students
Virginia Gay	Math Coach
Stephanie Oliver	Reading Coach
Kimberly Bolton	IB Coordinator

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

The Southside Middle School SAC is composed of the principal, teachers, education support employees, students, parents, and other business and community residents who are representative of the ethnic, racial, and economic community served by our school.

Involvement of the SAC in the development of the SIP

The SAC at Southside Middle School is responsible for the development of educational priorities and assessing the school's needs.

Activities of the SAC for the upcoming school year

The SAC continually reviews the School Improvement Plan and all relevant data to recommend needed resources that will support the overall school mission and goals.

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

Based on the new budget for 2013-2014, Southside Middle School has been allotted $4,095.00. The needs of the school will be assessed by SAC committee.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Zeina Khanachet		
Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	Master of Ed Leadership Bachelor of Arts Certified School Principal, Ed Leadership and French K-12
Performance Record	10 years in Educational Field. 3 years as an administrator. Improvement in all accountability areas in 2011-2012 at previous school. Increase in letter grade during the previous years.

Tanya McCray Thompson		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	Ed. Specialist Certified in Ed Leadership and Elementary Ed 1-6
Performance Record	5 years of administrative experience at Southside Middle School. Increase in learning gains for the lowest 25% in math. Current Assistant Principal of Curriculum

Angela Waltbillig		
Asst Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Masters of Ed Leadership Bachelors of Science Certified in Biology, Chemistry, Ed Leadership
Performance Record	Administrator in top performing school in the nation of AP, IB Gifted and talented magnet school 84% scored proficient in Reading, 92% scored proficient in Math.

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Credentials	Masters in Curriculum and Instruction Bachelors in Architecture Certified in Art K-12 Math 5-9
Performance Record	Math performance increased 9% points Math interventionist School math scores increased

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

Credentials	Masters in Ed Leadership Bachelors in English Certified in ELA 5-9 National Board Certified
Performance Record	Chosen for AAA. Leadership track. Improvements in accountability areas

Kimberly Bolton		
Full-time / District-based	Years as Coach: 4	Years at Current School: 2

Areas	Other
Credentials	Bachelor of Arts, French Master of Education, Curriculum & Instruction International Baccalaureate Level 3 Certified Certified in French K-12, Gifted Endorsed, ESOL Endorsed
Performance Record	Implemented MSAP grant with fidelity & has successfully monitored compliance, according to USDOE.

Classroom Teachers

# of classroom teachers
65

 # receiving effective rating or higher
65, 100%

 # Highly Qualified Teachers
71%

 # certified in-field
60, 92%

 # ESOL endorsed
18, 28%

 # reading endorsed
9, 14%

 # with advanced degrees
23, 35%

 # National Board Certified
0, 0%

 # first-year teachers
8, 12%

 # with 1-5 years of experience
14, 22%

 # with 6-14 years of experience
25, 38%

 # with 15 or more years of experience
18, 28%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

Recruit teachers who are already deemed Highly Effective.
Retain new teachers via Mentoring and Induction for Novice Teachers (MINT) by providing PD and mentoring.
Assign new teachers a qualified mentor.
Retain teachers via collaborative planning and coaching.

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

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

Teachers are paired according to specific needs based on recommendations from coaches and admin. Teachers are paired most often with common subject areas teachers as well as high performing teachers.
Stephanie Oliver-Mentor
Jennifer Trujillo and Rachel Vick- Mentees
Both are 1st year reading teachers and Stephanie Oliver has 17 years' experience, is National Board certified and is the ELA school-based coach.
Virginia Gay-Mentor
Brian Orr, Ammar Mian and Rachel Dennler-Mentees
Virginia was the mentor for Brian last year. Ammar and Rachel are both are 1st year 6th grade Math teachers
Kelly Hendrix-Mentor
Ross Wertjes-Mentee
Ross Wertjes is a 1st year Science teacher and Kelly Hendrix has 20 years' experience and has spent the last 15 years as Science Department chair.
Ana Arniaz-Mentor
Esther Bixby-Mentee
This is Bixby's 1st full year teaching and Ana Arniaz has 33 years' experience including 20 years as an Assistant Principal.
Joan Ileson-Mentor
Robert Balcom and Todd Winston-Mentee
Robert Balcom is a 1st year Science teacher and Joan Ileson has 25 years' experience and is the Science Department chair. Joan Ileson is continuing to mentor Todd Winston, who she mentored through his 1st year of teaching.
Arlene Jones-Mentor

Stephanie Snead-Mentee
Stephanie is a 1st year ELA teacher and Arlene Jones has 30 years' experience and is the ELA Department chair. Mentee/Mentor class observing and feedback
Lee Heller-Mentor
Sarah Glicksteen-Mentee
Sarah is a 1st year guidance counselor and will be given a guidance counselor, from another school, to model.

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

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

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

Tier 1-
- A student is below grade level in any standardized testing(CGA, IOWA, FCAT, DAR, SRA, Reflex, iReady etc…) at the beginning of the year. Documentation of core curriculum is on-going. CHAMPs is ongoing. IB Unit Plans are integrated with core curriculum. Include implementer, Duration/frequency, fidelity/support, outcome of interventions.
- Parent conference-complete Parent conference summary form and keep in this packet
Tier 2-
-Student is grouped with other students that are below grade level. Documentation of specific interventions beyond core curriculum or behavioral norms. Include graphs here and implementer, Duration/frequency, fidelity/support, anecdotal logs, outcome of interventions.
-See RtI team for an OBSERVATION to be done.
-Academic/Behavior Intervention Form-completed showing performance discrepancy from multiple sources included here.
-Continue Tier 1 and Tier 2
- 2nd Parent Conference to be held. Parent conference summary form
- See RtI team for 2nd OBSERVATION to be done.
-Team Meeting Minutes Form-Determine how Tier 3 will be addressed as a team. Tier 1 and Tier 2 run simultaneously.
- Team Teacher Input Form-To be completed by the core academic team. Please attach all documents listed on the bottom of the form.
- RtI TEAM- Tier 3 Overview. Set up time to meet with RtI Team. All teacher paperwork completed for Tier 1, Tier 2, and Tier 3 but they are still ongoing. The team completes the records review

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

The RtI Leadership team will consist of the following individuals. Their responsibilities are listed beside their names. All of the team members will check for completion of all parts of the process before moving to the next tier.
• Guidance Counselors- Hold RtI meetings and control the calendar for those meetings.
• Mr. Story, Dean of Students- Provide information on behaviors and discipline records.
• Administrator- Follow up with teachers to monitor the implementation of interventions with fidelity.
• Academic Coaches- The coaches will help with choosing correct interventions for students in the class. They will also model the interventions for the teachers if necessary. IB Coach will assist teachers in developing integrated IB Unit Plans that include appropriate intervention options.
• Mrs. Manias, ESE Lead Teacher & ISSP Teacher- Help teachers with choosing correct behavioral interventions. She will also maintain the records on each RtI meeting.

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

Teachers will be required to provide the RtI team with all of the information listed on the check list before moving to the next Tier. The team will review all data provided and make all decisions based on that data. All of the correct forms have been provided to all of the teachers and trainings will be given on a continually basis on Early Release Wednesdays. Furthermore, the team will consist of both Academic Coaches and Administrators who are able to conduct class room visits to monitor the implementation of the RtI process.

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

The teachers will pull data using Limelight/Inform. The following assessments will be used to drive the intervention process: CGA, IOWA, FCAT, DAR, SRA, Reflex, iReady. Discipline and attendance data will be pulled from Genesis. Grades will be retrieved from Oncourse.

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

The team will train teachers as a whole group on Early Release Wednesdays. The team will also push into the PLC meetings as necessary. Parents will be invited to the RtI meetings when the student has reached Tier 2 status. The team will invite in district trainers to increase the comprehension of the full scope of RtI/MTSS.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year:

TEAM UP Core Areas

Academic Enrichment- Certified teachers provide academic assistance in homework and curriculum that augments what is used during the day. The academic component is hands on experiential teaching. Equipment and supplies are provided by the program, which allows the teachers to engage the students. Students who attend the program three days or more during the week are tracked for their academic progress. Teachers are also required to maintain lesson plans that follow the Florida Sunshine State Standards.

Cultural Enrichment- Students participate in multicultural IB related activities such as dance, karate, art and field trips that are educational and provide a variety of resources for skills development.

Life Skills/ Leadership- Staff members are trained in the Boys & Girls Club curriculum that provides outstanding activities in leadership, decision-making and Positive Youth Development. A Youth Advisory Council assists in planning all aspects of the center.

Social Recreation- This component provides activities such as Baseball, Flag Football, Volleyball, Basketball, a game room and other fun activities that will allow students to develop their social skills.

Community Service- Students participate in service learning projects that provide them with the opportunity to connect to their in-class IB Units and develop their understanding of the importance of being an active part of their local, national, and global community.

Parental Involvement- Monthly parenting workshops are offered to parents. Workshops focus on parenting skills, adolescent behavior and other issues parents would like assistance in. Quarterly parenting events also take place where students and parents are recognized for their progress.

Strategy Purpose(s)
""

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

Analyzing achievement of outcomes the focus is on meeting the standard and if not, how does the achievement compare to the baseline, including both the school baseline for overall program achievement and individual student progress compared to their previous grading period or year performance. In doing so, we will track student's grades, FCAT and benchmark scores.
Outcomes:
1. Ninety percent of regularly attending students will increase their math and or reading grades by half a grade or more.
2. Ninety percent of regularly attending students will score at or above level (3) in FCAT reading and/ or math.
3. Ninety percent of regularly attending students will have 10 or less absences for the school year.
4. Ninety percent of regularly attending students will be promoted to the next grade level.
5. Ninety percent of regularly attending students will report positive thoughts about program benefits, including a positive attitude about school.

Who is responsible for monitoring implementation of this strategy?

TEAM UP Director and TEAM UP Lead Teacher

Literacy Leadership Team (LLT)

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

Name	Title
Zeina Khanachet	Principal
Tanya Thompson	APC
Angela Waltbillig	AP
Stephanie Oliver	Literacy Coach
Latoya Burton	Testing Coordinator
Virginia Gay	Coach
Kimberly Bolton	IB Coordinator

How the school-based LLT functions

The Literacy Leadership Team meets weekly to establish and implement literacy goals for the entire school. The team provides professional leadership to PLCs in implementation of common reading/writing strategies to be used across all curricula and departments. The team oversees classroom implementation of lessons based upon progress monitoring data. The team establishes school-wide literacy initiatives, tutoring, FCAT preparation activities, student academic incentives/rewards, parent literacy involvement and other academic literacy activities. The team connects literacy initiatives to teachers' IB Unit Plans.

Major initiatives of the LLT

Continued use of Power Strategies in all classes. Writing Strategies –SLAM, Graphic Organizers. Strengthening rigor at the Tier 1 Level of Instruction Extra tutoring for identified students in the areas of preparation for FCAT and EOCs. Continued integration of literacy strategies into IB Unit Plans, particularly in content area classes.

Every Teacher Contributes to Reading Instruction

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

read in every content area
Have students cite evidence to from the reading to demonstrate knowledge
Ask HOT questions to build comprehension
Make connections across contents and across text
Have print rich environments
Build a school wide culture of readers
Link reading and writing into instruction (they must go together)
Revise and Edit IB Unit Plans in every content area
Math implements CUBES3 strategy
Evidence:
student artifacts
classroom libraries
portfolios
reading charts
writing samples (extended and short respone)

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	36%	No	51%
American Indian				
Asian	54%	31%	No	59%
Black/African American	38%	31%	No	44%
Hispanic	43%	31%	No	49%
White	54%	42%	No	59%
English language learners	24%	12%	No	32%
Students with disabilities	26%	21%	No	33%
Economically disadvantaged	43%	33%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		36%	51%
Students scoring at or above Achievement Level 4		13%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		60%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	45	35%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	16%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	29%	39%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		34%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	30%	No	48%
American Indian				
Asian	52%	29%	No	57%
Black/African American	33%	27%	No	40%
Hispanic	42%	22%	No	48%
White	50%	39%	No	55%
English language learners	30%	15%	No	37%
Students with disabilities	25%	24%	No	33%
Economically disadvantaged	38%	26%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	21%	35%
Students scoring at or above Achievement Level 4	51	6%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		52%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	72	25%	26%
Middle school performance on high school EOC and industry certifications	47	65%	75%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	62%	73%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		28%	40%
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	150	18%	15%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	100	12%	15%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	0		

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increased volunteering, reinstatement of PTSA, parent shadowing,

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides, is aligned to the state standards, and integrated with the International Baccalaureate Programme.

G2. All teachers will deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication, from bell-to-bell in every classroom, every day

G3. All teachers will deliver instruction on the writing process.

Goals Detail

G1. All teachers will plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides, is aligned to the state standards, and integrated with the International Baccalaureate Programme.

Targets Supported

Resources Available to Support the Goal
- Instructional Coaches for Reading/ELA, Math, IB, and ESOL
- District Coaches
- Differentiated Accountability Team
- ELL support/programs/scheduling
- Gradual Release built into Carnegie math enrichment program
- Administrative walk-throughs with feedback
- Professional Development and Early Release Days training
- MSAP grant funds for curriculum integration and professional development
- Permanent sub on campus to support PD follow-up

Targeted Barriers to Achieving the Goal
- Lack of teacher understanding about unpacking the standards and cognitive complexity levels.
- Lack of teacher understanding about effective unit / lesson planning process
- Lack of teacher understanding about the International Baccalaureate Middle Years Programme and how to integrate it into DCPS Curriculum Guides
- Lack of teacher understanding about using data to drive instructional decisions
- Lack of teacher understanding about best practices to support English Language Learners

Plan to Monitor Progress Toward the Goal

    Person or Persons Responsible

    Target Dates or Schedule:

    Evidence of Completion:

G2. All teachers will deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication, from bell-to-bell in every classroom, every day

    Targets Supported

    Resources Available to Support the Goal
- Instructional Coaches for Reading/ELA, Math, IB, ESOL
- Common Planning for Content Areas
- Support of District Coaches
- Differentiated Accountability Team
- ELL Support/Programs / scheduling
- Administrative Support
- PD & Early Release Days
- Walkthroughs with feedback
- Permanent Sub on campus
- MSAP grant funds for curriculum integration and professional development

    Targeted Barriers to Achieving the Goal
- Lack of teacher integration of International Baccalaureate Programme methodologies and philosophies with rigorous instructional classroom practices.
- Lack of teacher implementation of effective pedagogical practices that impacts student achievement

Plan to Monitor Progress Toward the Goal

    Person or Persons Responsible

    Target Dates or Schedule:

    Evidence of Completion:

G3. All teachers will deliver instruction on the writing process.

Targets Supported

Resources Available to Support the Goal
- 1. 1. School Based Coaches 2. District Based Coaches 3. Permanent sub on campus allows for professional development and follow-up. 4. Administrative support 5. ELL programs 6. PD and early release days 7. common planning time in grade level/subject/subject/content area weekly 8. IB Coordinator & MSAP grant funds for curriculum integration & professional development

Targeted Barriers to Achieving the Goal
- 1. Writing instructional has been limited to eighth grade 2. Lack of a defined writing plan 3. ELA teachers are unsure of how to develop lesson plans that align with writing goals 4.Lack of writing initiative across content areas 5. Lack of teacher confidence in writing instruction.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides, is aligned to the state standards, and integrated with the International Baccalaureate Programme.

G1.B1 Lack of teacher understanding about unpacking the standards and cognitive complexity levels.

G1.B1.S1 Increase knowledge of teacher standards

Action Step 1

Conduct Common planning sessions at least once a week for each grade level with a focus on increasing teacher knowledge of standards

Person or Persons Responsible

District Based Specialist, School-based Literacy Coach, ELA teachers, Reading teachers, Creative Writing Teachers

Target Dates or Schedule

weekly and bi-weekly departmental PLC

Evidence of Completion

Common Lessons, CBC, warm-ups by remediation for CGA-1, Focus lessons in Literature Circles with a focus on CGA deficits

Facilitator:

District based Specialist, School-based Literacy Coach

Participants:

ELA teachers, Reading Teachers, Creative Writing Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 correlate assignments and activities to the benchmark's appropriate cognitive complexity levels, integrating real world applications

Action Step 1

Provide Professional Development on unpacking benchmarks to identify cognitive complexity and skills contained within the Next Generation Sunshine State Standards

Person or Persons Responsible

District-based Math Specialist, School-based Math Coach

Target Dates or Schedule

training on 11/16/13, quarterly review and continued support

Evidence of Completion

changes in lesson planning expectations, HOT questions in lesson plans

Facilitator:

District-based Math Specialist, School-based Math Coach

Participants:

Math teachers

Action Step 2

Plan to identify cognitive complexity levels and select real-world application problems for student practice that correlate to the appropriate Depth of Knowledge (DOK) level.

Person or Persons Responsible

School-based Math Coach, Math Teachers

Target Dates or Schedule

Weekly PLC's

Evidence of Completion

real world application type problems, interactive journals

Action Step 3

Conduct walk-throughs that will monitor the implementation of real-world application problems at the appropriate DOK Level.

Person or Persons Responsible

Assistant Principal, Principal

Target Dates or Schedule

bi-monthly walkthroughs

Evidence of Completion

Completed walk-through forms with feedback

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Utilize Sunshine State Standards to ensure instructional delivery is aligned in all Mathematics classrooms

Action Step 1

Conduct Professional Development in common planning to infuse charting strategies across the Mathematics Department.

Person or Persons Responsible

District-based Math Specialist, School-based Math Coach

Target Dates or Schedule

10/10/13

Evidence of Completion

Evidenced observed from Math PD

Facilitator:

District-based Math Specialist, School-based Math Coach

Participants:

Math teachers

Action Step 2

Complete in common planning a model of the charting process to be used by each teacher in an upcoming lesson.

Person or Persons Responsible

School-based math Coach

Target Dates or Schedule

10/10/13

Evidence of Completion

Teacher-Student made Charts

Facilitator:

School Based Math Coach

Participants:

Math Teachers

Action Step 3

Model the usage (reference) of the chart during instructional delivery.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

bi-monthly

Evidence of Completion

walkthrough observations with feedback

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Lack of teacher understanding about effective unit / lesson planning process

G1.B2.S1 Utilize the activities and materials identified in the District Curriculum Lesson Guides

Action Step 1

Conduct common planning sessions at least once a week for each grade level with a focus on the use of the District Curriculum Guides.

Person or Persons Responsible

District-based Specialist, School-based Coach, ELA teachers, Reading Teachers, Creative Writing Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Common lessons, CBC, same ideas with various presentations, Warm-ups by remediation for CGA1, Focus lessons in literature circles with focus on CGA

Action Step 2

Design lessons that are aligned to the district curriculum guides and are consistent with the progression of skills.

Person or Persons Responsible

District-based Specialist, School-based Coach, ELA teachers, Reading Teachers, Creative Writing Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Common lessons, CBC

Action Step 3

Provide models of interactive instruction (lessons) that require reading the text closely, rigorous writing reflections, and promotes the utilization of text-dependent questioning. PD on Close reading strategies, SLAM, effective questioning, referencing the text.

Person or Persons Responsible

District-based Specialist, School-based Coach, ELA teachers, Reading Teachers, Creative Writing Teachers

Target Dates or Schedule

monthly PD

Evidence of Completion

walk-through observations of strategies being used in classrooms

Facilitator:

District-based Specialist, School-based Coach,

Participants:

ELA teachers, Reading Teachers, Creative Writing Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 Develop lesson plans that target specific benchmarks, are in depth, rigorous, and provide instruction from bell-to bell.

Action Step 1

Provide professional development on lesson planning for instruction that is benchmark specific, rigorous, uses time management, and adheres to the Social Studies Instructional Framework.

Person or Persons Responsible

District-based Social Studies Specialist, School-based Testing Coordinator

Target Dates or Schedule

10/1/13, 1021/13

Evidence of Completion

lesson plans posted on time in OnCourse

Facilitator:

District-based Specialist, School-based Testing Coordinator

Participants:

Social Studies Teachers

Action Step 2

Participate, actively, in common planning in order to generate lesson plans that are benchmark specific, rigorous, manages allotted class time effectively, and supports Social Studies Instructional Framework.

Person or Persons Responsible

District-based Social Studies Specialist, School-based Testing Coordinator

Target Dates or Schedule

weekly

Evidence of Completion

common lessons

Action Step 3

Teach the planned lesson that is benchmark specific, rigorous, manages allotted class time effectively, and supports Social Studies Instructional Framework.

Person or Persons Responsible

District-based Social Studies Specialist, School-based Testing Coordinator

Target Dates or Schedule

daily

Evidence of Completion

lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S3 Implement strategies that support student accountable talk and authentic writing

Action Step 1

Provide professional development on lesson study to implement active learning strategies that include the Socratic seminar and text annotation.

Person or Persons Responsible

District-based Social Studies Specialist, School-based Testing Coorinator

Target Dates or Schedule

11/26/13

Evidence of Completion

walkthroughs monitoring use of socratic seminars & txt annotation

Facilitator:

District-based Social Studies Specialist, School-based Testing Coorinator

Participants:

Social Studies Teachers

Action Step 2

Conduct a lesson study for a lesson that will incorporate text annotation that leads to authentic writing.

Person or Persons Responsible

District-based Social Studies Specialist, School-based Testing Coorinator

Target Dates or Schedule

11/12/13

Evidence of Completion

walkthroughs monitoring writing in the classroom

Facilitator:

District-based Social Studies Specialist, School-based Testing Coorinator

Participants:

Social Studies Teachers

Action Step 3

Conduct a lesson study for a lesson that will incorporate the Socratic Seminar that leads to highly engaged student accountable talk.

Person or Persons Responsible

District-based Social Studies Specialist, School-based Testing Coorinator

Target Dates or Schedule

11/18/13

Evidence of Completion

walkthroughs monitoring Socratic seminars

Facilitator:

District-based Social Studies Specialist, School-based Testing Coorinator

Participants:

Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S4 Promote the effective use of explicit and systematic lesson delivery in CTE classses

Action Step 1

Conduct planning time and/or lesson study to develop lessons using the gradual release model of instruction.

Person or Persons Responsible

Career and Technical Education Instructional Specialist

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs observing gradual release

Action Step 2

Provide modeling of gradual release (I DO, WE DO, YOU DO).

Person or Persons Responsible

Career and Technical Education Instructional Specialist

Target Dates or Schedule

monthly

Evidence of Completion

gradual release incorporated into lesson plans

Action Step 3

Increase the use of verbal instruction followed by written instruction.

Person or Persons Responsible

Career and Technical Education Instructional Specialist

Target Dates or Schedule

monthly

Evidence of Completion

scripted talk in lesson plans

Action Step 4

Increase vocabulary development by introducing word and the meaning as it is used as well as why it is being used.

Person or Persons Responsible

Career and Technical Education Instructional Specialist

Target Dates or Schedule

monthly

Evidence of Completion

use of vocabulary strategies in lesson plans

Action Step 5

Provide modeling on the effective implementation of explicit and systematic CTE lessons. Allow teachers to visit model/observational classroom (Twin Lakes).

Person or Persons Responsible

Career and Technical Education Instructional Specialist

Target Dates or Schedule

11/16/13

Evidence of Completion

visitation completed with district personnel

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Lack of teacher understanding about the International Baccalaureate Middle Years Programme and how to integrate it into DCPS Curriculum Guides

G1.B3.S1 As allowed by MSAP budget, teachers will attend IB training.

Action Step 1

arrange for teachers to attend IB training

Person or Persons Responsible

IB Coordinator, Principal

Target Dates or Schedule

monthly

Evidence of Completion

certificates of completion from IB workshops

Facilitator:

IB workshop leaders

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3.S2 As allowed by MSAP budget, teachers will create IB integrated Unit Plans

Action Step 1

IB Coordinator will work with teachers to create IB integrated Unit Plans for every subject area, and every grade level.

Person or Persons Responsible

IB Coordinator, all teachers

Target Dates or Schedule

quarterly

Evidence of Completion

copies of IB Unit Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Lack of teacher understanding about using data to drive instructional decisions

G1.B4.S1 ELA & Reading teachers will use data to create goals and drive instruction

Action Step 1

Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and administration.

Person or Persons Responsible

District-based Reading Specialist, School-based Literacy Coach, Assistant Principal, Principal, Testing Coordinator

Target Dates or Schedule

Every CGA

Evidence of Completion

Data chat documentation

Action Step 2

Utilize assessment data to develop reading and/or writing groups for small group instruction.

Person or Persons Responsible

District-based Reading Specialist, School-based Literacy Coach, ELA teachers, Reading Teachers, Creative Writing teachers

Target Dates or Schedule

Every CGA

Evidence of Completion

Data chat documentation

Action Step 3

Match instructional strategies and materials to students' learning needs based on classroom formative assessments, DAR Interpretative Profiles, Interim data, program assessment data.

Person or Persons Responsible

District-based Reading Specialist, School-based Literacy Coach, ELA teachers, Reading Teachers, Creative Writing teachers

Target Dates or Schedule

Every CGA

Evidence of Completion

increased student participation, choice in work, litratuire circles, learning centers, probing questions for reading and student discourse

Facilitator:

District-based Reading Specialist, School-based Literacy Coach

Participants:

ELA teachers, Reading Teachers, Creative Writing teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S2 Math teachers will utilize data across the department and the use of flexible student grouping to provide remediation, maintenance, and enrichment

Action Step 1

Provide Professional Development on using current data to both guide instruction (secondary instructional focus) and incorporate differentiated instructional strategies.

Person or Persons Responsible

School-based Testing Coordinator

Target Dates or Schedule

9/10/13, 11/13/13

Evidence of Completion

Centers in classes

Facilitator:

School-based Testing Coordinator

Participants:

All Teachers

Action Step 2

Maintain current data binders that have evidence of data disaggregation that is used to drive instruction and create flexible student groups to provide remediation, maintenance, and enrichment.

Person or Persons Responsible

School-based Math Coach, Math Teachers,

Target Dates or Schedule

weekly

Evidence of Completion

data binders

Action Step 3

Conduct consistent data chats (administrator-coach, coach-teacher, and teacher-student) to ensure all stakeholders consistently progress monitor their efforts and adjust as needed.

Person or Persons Responsible

Principal, Assistant Principal, School-based Testing Coordinator

Target Dates or Schedule

every CGA

Evidence of Completion

Data chat forms

Action Step 4

Monitor Data notebooks and/or student interactive journals for evidence of data conversation and discourse.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

monthly

Evidence of Completion

walkthrough forms focusing on student interactive journals

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 Lack of teacher understanding about best practices to support English Language Learners

G1.B5.S1 Increase consistency of active ELL student engagement

Action Step 1

Create a monthly PLC calendar for three ESOL/ELA teachers (individually or in small groups) to plan with the ESOL Specialist

Person or Persons Responsible

District ESOL Specialist, ESOL/ELA teachers

Target Dates or Schedule

monthly

Evidence of Completion

calendar

Action Step 2

Utilize common planning to provide professional development to teachers on active learning strategies and actively plan lessons with high yield strategies explicitly integrated.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

weekly

Evidence of Completion

updated lesson plans

Action Step 3

Use the coaching cycle to model effective active learning strategies and plans created during common planning.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

quarterly

Evidence of Completion

updated lesson plans

Action Step 4

Monitor the evidence of the collaborative lesson planning that include active learning strategies, and evidence of coaching cycles.

Person or Persons Responsible

Principal, Assistant Principal, Executive Dir of ESOL

Target Dates or Schedule

quarterly

Evidence of Completion

walkthrough form focusing on active learning strategies

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5.S2 Increase frequency and consistency of student technology rotation

Action Step 1

Create (with input from teachers) a resource bank containing various technology sites that are appropriate for ELLs, by standard, subject area and/or proficiency level.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

11/2013

Evidence of Completion

resource bank

Action Step 2

Create visuals/anchor charts that guide students to independently log on and complete assignments at the technology/computer station.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

11/2013

Evidence of Completion

Anchor Charts

Action Step 3

Use the coaching cycle to model effective rotations to include student independent technology/computer rotation.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

10/2013-11/2013

Evidence of Completion

updated rotations

Action Step 4

Conduct classroom walkthroughs to monitor the use of charting for student technology station and consistent student technology rotation.

Person or Persons Responsible

Principal, Assistant Principal, Executive Dir of ESOL

Target Dates or Schedule

quarterly

Evidence of Completion

walkthrough forms focusing on technology

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5.S3 Increase rigor in assignments by differentiating based on data and aligned to assessed standards

Action Step 1

Use current student data to group students by proficiency levels and post groups in classrooms.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

updated every CGA

Evidence of Completion

charts in classrooms

Action Step 2

Create classroom data walls.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

Dec. 2013

Evidence of Completion

data walls

Action Step 3

Unwrap targeted benchmarks weekly during common planning using FCAT Item Specifications.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

weekly

Evidence of Completion

Updated lesson plans

Action Step 4

Differentiate between whole class assignments and assignments based on individual student data.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

every CGA

Evidence of Completion

updated lesson plans

Action Step 5

Provide professional development on rigor (student to student interactions, student justification of answers, and DOK).

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

Jan 2014

Evidence of Completion

updated lesson plans

Facilitator:

District ESOL Specialist

Participants:

ESOL teachers

Action Step 6

Monitor the increased alignment between assignments and the rigor of assessed standards.

Person or Persons Responsible

Principal, Assistant Principal, Executive Dir of ESOL

Target Dates or Schedule

monhtly

Evidence of Completion

walkthroughs focusing on rigor

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5.S4 Increase effectiveness of ESOL Paraprofessional push-in support in classrooms.

Action Step 1

Design and provide a professional development that creates consensus regarding way of work for three ESOL teachers and four paraprofessionals.

Person or Persons Responsible

District ESOL Specialist

Target Dates or Schedule

8/2013, 10/2013

Evidence of Completion

schedule of work

Action Step 2

Monitor the schedule and implementation of push-in support provided by ESOL paraprofessionals.

Person or Persons Responsible

Principal, Assistant Principal, Executive Dir of ESOL

Target Dates or Schedule

monthly

Evidence of Completion

classroom observation documentation

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. All teachers will deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication, from bell-to-bell in every classroom, every day

G2.B1 Lack of teacher integration of International Baccalaureate Programme methodologies and philosophies with rigorous instructional classroom practices.

G2.B1.S1 Teachers will integrate the IB Learner Profile into classroom strategies and use the 10 characteristics as a part of daily classroom rituals and routines

Action Step 1

IB Coordinator will support classroom teacher transformation of classroom rituals and routines to include the IB Learner Profile.

Person or Persons Responsible

IB Coordinator

Target Dates or Schedule

monthly

Evidence of Completion

walkthrough form focusing on learner profile

Facilitator:

IB Coordinator

Participants:

All teachers

Action Step 2

Teachers will incorporate the IB Learner Profile into classroom rituals and routines, and actively use the 10 characteristics as a part of their classroom culture.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

daily

Evidence of Completion

Opportunities to highlight the IBLP will be highlighted in teacher lesson plans.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Lack of teacher implementation of effective pedagogical practices that impacts student achievement

G2.B2.S1 Teachers will incorporate higher order questioning strategies, probing questions, and student discourse.

Action Step 1

Model all components of higher order questioning strategies and the utilization of probing questions during instructional delivery.

Person or Persons Responsible

School-based Math Coach

Target Dates or Schedule

11/6/13

Evidence of Completion

Observation logs

Action Step 2

Identify higher order questions to incorporate into lessons during common planning sessions.

Person or Persons Responsible

School-based math Coach, Math teachers

Target Dates or Schedule

11/6/13

Evidence of Completion

updated lesson plans

Action Step 3

Monitor common planning sessions and conduct classroom walkthroughs to observe the implementation of effective questioning strategies during instructional delivery.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

walkthrough forms focusing on questioning

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S2 Teachers will utilize the Gradual Release of Responsibility method when planning and delivering lessons.

Action Step 1

Model during class instruction how to effectively implement each section of the Gradual Release of Responsibility Model (GRRM).

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

Model exactly what is expected of the students before having them work on an activity, graphic organizer, or problem during the "I DO" portion of the lesson. Conduct think alouds while solving a problem or reading the text to explain thought processes or thinking patterns.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 3

Engage students in questioning techniques to answer questions using the "WHY" or "WHY NOT" approach.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 4

Spend the majority of classroom instruction on the "WE DO" portion of the lesson where students can take charge of their own learning and explore new concepts. Include a specific collaborative strategy in the "THEY DO" section of every lesson plan.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 5

Conduct regularly scheduled walkthroughs to specifically observe the use of the GRRM during instruction to ensure appropriate use of activities and maximization of the use of instructional time.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S3 Teachers will increase student engagement and accountable talk to promote critical thinking, problem solving, and effective oral and written communication.

Action Step 1

Lead teachers in the Lesson Study process focusing on specific instructional strategies from the SIP. Conduct consistent follow-ups to monitor the implementation of strategies learned during the Lesson Study.

Person or Persons Responsible

District -based Specialist, School-based coach

Target Dates or Schedule

Nov. 15, 213

Evidence of Completion

Increased student participation, choice in work integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse.

Facilitator:

school based coach

Participants:

Reading/ELA teachers

Action Step 2

Provide opportunities for students to contribute to class discussion and elaborate upon their own ideas.

Person or Persons Responsible

School-based Literacy Coach ELA Teachers Reading Teachers Creative Writing Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Increased student participation, choice in work and increased student discourse

Action Step 3

Incorporate engaging activities in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.

Person or Persons Responsible

Incorporate engaging activities in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.

Target Dates or Schedule

quarterly

Evidence of Completion

Increased student participation, choice in work, integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse

Action Step 4

Implement a daily rotational block to differentiate instruction based on student needs that include a launch, explicit instruction, student writing time, and sharing

Person or Persons Responsible

School-based Literacy Coach ELA Teachers Reading Teachers Creative Writing Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3

Action Step 5

Increase and monitor activities active learning strategies, such as Think-Pair-Share, Socratic discussions, and asking students to cite text evidence to support their responses.

Person or Persons Responsible

School-based Literacy Coach ELA Teachers Reading Teachers Creative Writing Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Increased student participation, choice in work, literature circles, learning centers probing questions for reading and student discourse. Activities monitored through CWT and CAST Domain 3

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S4 Teachers will develop conceptual understanding of topics by providing hands-on learning experiences.

Action Step 1

Conduct an inventory of needed consumables for aligned investigations and purchase necessary lab materials.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Sept. 30, 2013

Evidence of Completion

Some hands on activities based on available materials

Action Step 2

Conduct school or District Aligned Investigations in conjunction with the District Curriculum Guide. Ensure that students complete all portions of the lab template using their own words with special emphasis on the conclusion by the end of class.

> **Person or Persons Responsible**
>
> District Science Specialist Assistant Principal Science Teachers
>
> **Target Dates or Schedule**
>
> quarterly along with IB unit plans
>
> **Evidence of Completion**
>
> student lab reports

Action Step 3

Post five FCAT-like multiple choice questions on the board prior to the lab, refer to them throughout the lab and review them at the completion of the lab.

> **Person or Persons Responsible**
>
> District Science Director Principal District Science Specialist Assistant Principal Science Teachers
>
> **Target Dates or Schedule**
>
> quarterly along with IB Unit Plans
>
> **Evidence of Completion**
>
> teacher lesson plans

Action Step 4

Provide students with lab templates that are pre-populated with anything that would require simple copying (i.e., benchmark, materials, and procedures) and model the completion of the lab report for the students with specific emphasis on making observations and writing meaningful conclusions.

> **Person or Persons Responsible**
>
> District Science Specialist Assistant Principal Science Teachers
>
> **Target Dates or Schedule**
>
> Quarterly along with IB Unit Plans
>
> **Evidence of Completion**
>
> Teacher lesson plans

Action Step 5

Provide students with corrective/descriptive feedback in the form of a question and students will be afforded the opportunity to improve their lab reports based on the feedback provided.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Quarterly along with IB Unit Plans

Evidence of Completion

student feedback on lab reports. Revised student reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S5 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery.

Action Step 1

Provide professional development on how to create and use Essential Questions & High Order Thinking Questions aligned to the FCAT 2.0 Science Test Item Specifications using "Think-Write-Pair-Share."

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Weekly with AP and/or Science Coach

Evidence of Completion

Updated teacher lesson plans

Facilitator:

AP / Disstrict Science Coach

Participants:

Science Teachers

Action Step 2

Conduct checks for understanding throughout a lesson by engaging students in accountable talk through "think-write-pair-share" activities.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

quarterly along with IB Unit Plans

Evidence of Completion

walkthrough focus forms

Action Step 3

Incorporate the use of white boards and/or mimeo clickers when asking higher and lower-order questions during "think-write-pair-share" activities.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

quarterly along with IB Unit Plans

Evidence of Completion

updated teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S6 Teachers will incorporate problem solving skills, utilizing a problem solving model, and regularly expose students to a variety of problem solving methods and graphic organizers.

Action Step 1

Model the usage of CUBES3 strategy during instruction of real-world application problems.

Person or Persons Responsible

School-based Mathematics Coach

Target Dates or Schedule

11/6/13

Evidence of Completion

updated teacher lesson plans

Facilitator:

School-based Mathematics Coach

Participants:

math teachers

Action Step 2

Incorporate effective problem solving strategies in all Mathematics courses across the department that are within the curriculum structure.

Person or Persons Responsible

School-based Mathematics Coach, Mathematics Teachers

Target Dates or Schedule

weekly PLC

Evidence of Completion

Effective problem solving techniques are incorporated weekly during PLC. Continue with modeling and highlighting teachers that are effectively implementing during instruction.

Action Step 3

Monitor common planning and conduct classroom walkthroughs to observe the implementation of effective problem solving strategies during instructional delivery and student work.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

quarterly

Evidence of Completion

Common lessons, CBC, CWT documentation and Administrative observation logs

Plan to Monitor Fidelity of Implementation of G2.B2.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S7 Teachers will enhance the utilization of student learning journals in Math classes

Action Step 1

Provide Professional Development on the effective use of interactive journals.

Person or Persons Responsible

School-based Mathematics Coach, District Mathematics Specialist

Target Dates or Schedule

10/29/13

Evidence of Completion

Professional Development agendas

Facilitator:

School-based Mathematics Coach, District Mathematics Specialist

Participants:

Math teachers

Action Step 2

Model using the interactive journals with students so they know how and when to use them.

Person or Persons Responsible

School-based Mathematics Coach, Mathematics Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Interactive Journals

Action Step 3

Monitor the student interactive journals to gauge understanding of the usage of interactive journals.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

quarterly

Evidence of Completion

Walkthroughs, informal observation, and formal observations

Plan to Monitor Fidelity of Implementation of G2.B2.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S8 Teachers will utilize interactive journals on a daily basis with fidelity in Science classes.

Action Step 1

Utilize Science Interactive Journals on a daily basis with fidelity to the District journal guidelines and provide regular descriptive written feedback.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Quarterly along with IB Unit Plans

Evidence of Completion

Interactive journals

Action Step 2

Minimize copying from the board by providing students with printables to paste into their journals and model how to underline or highlight (Selective Underlining, Cornell Note Taking, SRE, etc.) important concepts.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Quarterly along with IB Unit Plans

Evidence of Completion

Teacher lesson plans - materials

Action Step 3

Provide students opportunities to process information received by increasing the use of the left-hand side of their journals. "For every right, there is a left".

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Quarterly along with IB Unit Plans

Evidence of Completion

interactive journals

Action Step 4

Conduct regularly scheduled reviews of student interactive journals to check for the use of the left-hand side and provide teachers with immediate feedback.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

Quarterly along with IB Unit Plans

Evidence of Completion

walkthrough focus forms

Plan to Monitor Fidelity of Implementation of G2.B2.S8

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S8

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S9 Teachers will use data with students to set goals and differentiate instruction.

Action Step 1

Engage students in the debriefing process by individually meeting with students to discuss strengths and deficiencies from each assessment and creating student action plans.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

After each CGA

Evidence of Completion

Began week of 11/12/13 in the classrooms, Assistant Principal met individually with student with the biggest loss on CGA1

Action Step 2

Use district generated mini-lessons at the beginning of each class to target weakest benchmarks based on curriculum guide assessment data in 8th Grade.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

daily

Evidence of Completion

teacher lesson plans

Action Step 3

Create bell ringers based on data as a lead into instruction based on the curriculum guide for 6th and 7th Grade.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

daily

Evidence of Completion

teacher lesson plans

Action Step 4

Administer a ten to fifteen multiple choice question mini-assessment following every three to five mini-lessons/bell ringers. Determine the process for creating and grading mini-assessments.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

weekly

Evidence of Completion

teacher lesson plans

Action Step 5

Conduct regularly scheduled walkthroughs to specifically observe teachers and students using data chat forms to complete new action plans after interim assessments and mini-lessons assessments have been administered.

Person or Persons Responsible

District Science Specialist Assistant Principal Science Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

walkthrough focus forms

Plan to Monitor Fidelity of Implementation of G2.B2.S9

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S9

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. All teachers will deliver instruction on the writing process.

G3.B1 1. Writing instructional has been limited to eighth grade 2. Lack of a defined writing plan 3. ELA teachers are unsure of how to develop lesson plans that align with writing goals 4.Lack of writing initiative across content areas 5. Lack of teacher confidence in writing instruction.

G3.B1.S1 Strategy 1- Collaborative lesson planning with school based coach.

Action Step 1

Collaborate on planning for the professional development. Will also deliver professional development to the staff.

Person or Persons Responsible

District based coach and school based coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaborate on planning for the professional development. Will also deliver professional development to the staff.

Action Step 2

Design professional development for all grade levels in writing focused on differentiated instruction and student engagement

Person or Persons Responsible

School based coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PD agendas, teacher attendance, exit slips and observation of usage through student artifacts.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Strategy 2- Lesson study/ Peer observation that determines the quality of planning and instruction.

Action Step 1

Coaching cycle will be used to address the needs of teachers on instruction in the writing process including lessoning with fidelity and differentiated instruction infusing engagement pieces

Person or Persons Responsible

School based coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student artifacts, teacher reflections and feedback forms.

Action Step 2

Designs PLCs that allow for collaborative planning and create opportunities for peer observations

Person or Persons Responsible

School based coach

Target Dates or Schedule

Ongoing

Evidence of Completion

A full cycle of a lesson study with reflections from teachers and student artifacts.

Action Step 3

Provide opportunities and resources for peer observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

A full cycle of a lesson study with reflections from teachers and student artifacts.

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

Design professional development for all grade levels in in writing focused on differentiated instruction and student engagement Collaborate on planning for the professional development. Will also deliver professional development to the staff. Designs PLCs that allow for collaborative planning and create opportunities for peer observations Provide opportunities and resources for peer observations Coaching cycle will be used to address the needs of teachers on instruction in the writing process including lessoning with fidelity and differentiated instruction infusing engagement pieces Building a toolbox of strategies, engagement activities and best practices through ongoing support

Person or Persons Responsible

School based coach and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD agendas, teacher attendance, exit slips and observation of usage through student artifacts.

Plan to Monitor Effectiveness of G3.B1.S2

Collaborative planning will be monitored through PLCs and classroom observations. Observation feedbacks will be used to determine that common goals are meeting and the instructional align with FCAT 2.0 requirements. Administration will perform evaluations of student engagement and differentiated instructions based on the CAST. Data from district timed will collect and reviewed by teachers. Teachers will maintain evidence folders to monitor student growth and needs areas.

Person or Persons Responsible

Teachers, school based coach and district coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback forms, lesson plans Comparison data and reflection forms, CAST observations, informal and formal observations Growth charts from district writes. Beginning at 34% 2nd assessment 45%, 3rd 56 %.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs, along with programs offered during regular school hours. This includes the hiring of fulltime intensive reading and math teachers.
Title II
The District receives supplemental funds for improving basic education through the purchase of small equipment to educational programs.
Title III
Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Southside receives money to partially fund teacher positions and para positions for ELL support.
Supplemental Academic Instruction (SAI)
SAI funds will be used to fund during the day and after school tutoring programs.
Violence Prevention Programs
The District offers behavior intervention programs such as Student Options for Success and Night-Time substance abuse programs. Through Full Service School Referrals, students have access to free counseling.
MSAP Grant
The MSAP grant funds the position of the IB Coordinator at the school. It also funds the school's International Baccalaureate Middle Years Programme candidacy with the expectation of integrating the IB Programme into the school to become an Authorized school in Spring 2014. To that end, the grant funds, IB related professional development, curriculum development, instructional technology, marketing and recruitment, and parental involvement programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. All teachers will plan for effective rigorous instruction for all students that implements the DCPS Curriculum Guides, is aligned to the state standards, and integrated with the International Baccalaureate Programme.

G1.B1 Lack of teacher understanding about unpacking the standards and cognitive complexity levels.

G1.B1.S1 Increase knowledge of teacher standards

PD Opportunity 1

Conduct Common planning sessions at least once a week for each grade level with a focus on increasing teacher knowledge of standards

Facilitator

District based Specialist, School-based Literacy Coach

Participants

ELA teachers, Reading Teachers, Creative Writing Teachers

Target Dates or Schedule

weekly and bi-weekly departmental PLC

Evidence of Completion

Common Lessons, CBC, warm-ups by remediation for CGA-1, Focus lessons in Literature Circles with a focus on CGA deficits

G1.B1.S2 correlate assignments and activities to the benchmark's appropriate cognitive complexity levels, integrating real world applications

PD Opportunity 1

Provide Professional Development on unpacking benchmarks to identify cognitive complexity and skills contained within the Next Generation Sunshine State Standards

Facilitator

District-based Math Specialist, School-based Math Coach

Participants

Math teachers

Target Dates or Schedule

training on 11/16/13, quarterly review and continued support

Evidence of Completion

changes in lesson planning expectations, HOT questions in lesson plans

G1.B1.S3 Utilize Sunshine State Standards to ensure instructional delivery is aligned in all Mathematics classrooms

PD Opportunity 1

Conduct Professional Development in common planning to infuse charting strategies across the Mathematics Department.

Facilitator

District-based Math Specialist, School-based Math Coach

Participants

Math teachers

Target Dates or Schedule

10/10/13

Evidence of Completion

Evidenced observed from Math PD

PD Opportunity 2

Complete in common planning a model of the charting process to be used by each teacher in an upcoming lesson.

Facilitator

School Based Math Coach

Participants

Math Teachers

Target Dates or Schedule

10/10/13

Evidence of Completion

Teacher-Student made Charts

G1.B2 Lack of teacher understanding about effective unit / lesson planning process

G1.B2.S1 Utilize the activities and materials identified in the District Curriculum Lesson Guides

PD Opportunity 1

Provide models of interactive instruction (lessons) that require reading the text closely, rigorous writing reflections, and promotes the utilization of text-dependent questioning. PD on Close reading strategies, SLAM, effective questioning, referencing the text.

Facilitator

District-based Specialist, School-based Coach,

Participants

ELA teachers, Reading Teachers, Creative Writing Teachers

Target Dates or Schedule

monthly PD

Evidence of Completion

walk-through observations of strategies being used in classrooms

G1.B2.S2 Develop lesson plans that target specific benchmarks, are in depth, rigorous, and provide instruction from bell-to bell.

PD Opportunity 1

Provide professional development on lesson planning for instruction that is benchmark specific, rigorous, uses time management, and adheres to the Social Studies Instructional Framework.

Facilitator

District-based Specialist, School-based Testing Coordinator

Participants

Social Studies Teachers

Target Dates or Schedule

10/1/13, 1021/13

Evidence of Completion

lesson plans posted on time in OnCourse

G1.B2.S3 Implement strategies that support student accountable talk and authentic writing

PD Opportunity 1

Provide professional development on lesson study to implement active learning strategies that include the Socratic seminar and text annotation.

Facilitator

District-based Social Studies Specialist, School-based Testing Coorinator

Participants

Social Studies Teachers

Target Dates or Schedule

11/26/13

Evidence of Completion

walkthroughs monitoring use of socratic seminars & txt annotation

PD Opportunity 2

Conduct a lesson study for a lesson that will incorporate text annotation that leads to authentic writing.

Facilitator

District-based Social Studies Specialist, School-based Testing Coorinator

Participants

Social Studies Teachers

Target Dates or Schedule

11/12/13

Evidence of Completion

walkthroughs monitoring writing in the classroom

PD Opportunity 3

Conduct a lesson study for a lesson that will incorporate the Socratic Seminar that leads to highly engaged student accountable talk.

Facilitator

District-based Social Studies Specialist, School-based Testing Coorinator

Participants

Social Studies Teachers

Target Dates or Schedule

11/18/13

Evidence of Completion

walkthroughs monitoring Socratic seminars

G1.B3 Lack of teacher understanding about the International Baccalaureate Middle Years Programme and how to integrate it into DCPS Curriculum Guides

G1.B3.S1 As allowed by MSAP budget, teachers will attend IB training.

PD Opportunity 1

arrange for teachers to attend IB training

Facilitator

IB workshop leaders

Participants

all teachers

Target Dates or Schedule

monthly

Evidence of Completion

certificates of completion from IB workshops

G1.B4 Lack of teacher understanding about using data to drive instructional decisions

G1.B4.S1 ELA & Reading teachers will use data to create goals and drive instruction

PD Opportunity 1

Match instructional strategies and materials to students' learning needs based on classroom formative assessments, DAR Interpretative Profiles, Interim data, program assessment data.

Facilitator

District-based Reading Specialist, School-based Literacy Coach

Participants

ELA teachers, Reading Teachers, Creative Writing teachers

Target Dates or Schedule

Every CGA

Evidence of Completion

increased student participation, choice in work, litratuire circles, learning centers, probing questions for reading and student discourse

G1.B4.S2 Math teachers will utilize data across the department and the use of flexible student grouping to provide remediation, maintenance, and enrichment

PD Opportunity 1

Provide Professional Development on using current data to both guide instruction (secondary instructional focus) and incorporate differentiated instructional strategies.

Facilitator

School-based Testing Coordinator

Participants

All Teachers

Target Dates or Schedule

9/10/13, 11/13/13

Evidence of Completion

Centers in classes

G1.B5 Lack of teacher understanding about best practices to support English Language Learners

G1.B5.S3 Increase rigor in assignments by differentiating based on data and aligned to assessed standards

PD Opportunity 1

Provide professional development on rigor (student to student interactions, student justification of answers, and DOK).

Facilitator

District ESOL Specialist

Participants

ESOL teachers

Target Dates or Schedule

Jan 2014

Evidence of Completion

updated lesson plans

G2. All teachers will deliver high quality instructional lessons that increases student engagement, promotes critical thinking and problem solving skills, and increases effective oral and written communication, from bell-to-bell in every classroom, every day

G2.B1 Lack of teacher integration of International Baccalaureate Programme methodologies and philosophies with rigorous instructional classroom practices.

G2.B1.S1 Teachers will integrate the IB Learner Profile into classroom strategies and use the 10 characteristics as a part of daily classroom rituals and routines

PD Opportunity 1

IB Coordinator will support classroom teacher transformation of classroom rituals and routines to include the IB Learner Profile.

Facilitator

IB Coordinator

Participants

All teachers

Target Dates or Schedule

monthly

Evidence of Completion

walkthrough form focusing on learner profile

G2.B2 Lack of teacher implementation of effective pedagogical practices that impacts student achievement

G2.B2.S3 Teachers will increase student engagement and accountable talk to promote critical thinking, problem solving, and effective oral and written communication.

PD Opportunity 1

Lead teachers in the Lesson Study process focusing on specific instructional strategies from the SIP. Conduct consistent follow-ups to monitor the implementation of strategies learned during the Lesson Study.

Facilitator

school based coach

Participants

Reading/ELA teachers

Target Dates or Schedule

Nov. 15, 213

Evidence of Completion

Increased student participation, choice in work integration of various activities, literature circles, table toppers, learning centers probing questions for reading and student discourse.

G2.B2.S5 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery.

PD Opportunity 1

Provide professional development on how to create and use Essential Questions & High Order Thinking Questions aligned to the FCAT 2.0 Science Test Item Specifications using "Think-Write-Pair-Share."

Facilitator

AP / Disstrict Science Coach

Participants

Science Teachers

Target Dates or Schedule

Weekly with AP and/or Science Coach

Evidence of Completion

Updated teacher lesson plans

G2.B2.S6 Teachers will incorporate problem solving skills, utilizing a problem solving model, and regularly expose students to a variety of problem solving methods and graphic organizers.

PD Opportunity 1

Model the usage of CUBES3 strategy during instruction of real-world application problems.

Facilitator

School-based Mathematics Coach

Participants

math teachers

Target Dates or Schedule

11/6/13

Evidence of Completion

updated teacher lesson plans

G2.B2.S7 Teachers will enhance the utilization of student learning journals in Math classes

PD Opportunity 1

Provide Professional Development on the effective use of interactive journals.

Facilitator

School-based Mathematics Coach, District Mathematics Specialist

Participants

Math teachers

Target Dates or Schedule

10/29/13

Evidence of Completion

Professional Development agendas