

Jefferson Davis Middle School



2014-15 School Improvement Plan

Jefferson Davis Middle School

7050 MELVIN RD, Jacksonville, FL 32210

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career and life.

School Environment

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

In recognition of the achievements and importance of all cultures, Jefferson Davis:

- Hosts school wide Hispanic and Black history month activities
- Host a school wide Cultural Diversity Day for which all cultures will be recognized
- Teachers mentoring program: each teacher will select three (3) students to mentor for the year who meet at least one (1) of the criteria for the Early Warning System
- Teachers and Staff will attend at least one (1) home game of a Fall, Winter and Spring school sponsored athletic event
- School wide character building lesson for the first 30 minutes of the first block class on every Early Dismissal day
- Open lines of communication will remain open between the school counselor, dean and teachers. Teachers and counselors will discuss students with special circumstances and high needs during common planning.

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

Students are able to participate in the following programs/activities:

Before School

- Students attend morning lab under the supervision of a certified teacher
- Students are in supervised assigned area according to grade level

During School

- School wide Hall Pass system is monitored
- Instructional team Rituals and Routines are developed and reviewed
- Students are selected and participate in Achievers for Life
- Students meet with Mentors

After School

- Students participate in supervised school sponsored athletics
- Students participate in teacher sponsored clubs

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

Jefferson Davis Positive Behavior and Intervention Systems (PBIS):

- Quarterly Grade level celebrations/recognitions for:

1. Fewest Referrals
2. Fewest Tardiness
3. Fewest Absences

- Quarterly Team celebrations/recognitions for:

1. Fewest Referrals
2. Fewest Tardiness
3. Fewest Absences

- Active referrals to School Counselor for Truancy intervention

- Student and Team of the week. The Team will be selected as the team with the least amount of discipline referrals.

Jefferson Davis' Clear Behavioral Expectations include:

- Each teacher has met with their team to develop a team behavior management system to track interventions with students before writing behavioral referrals

- Each referral is monitored to ensure that the preventive measures have been used prior to being written

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

- The school counselor will play an active role in communicating with the dean and teachers about students with high needs, as well as those students who do not display any special circumstances or needs. Students can be referred to counseling with the school counselor, and the school counselor may refer the student to outside services including Full Service Schools, which provides free mental health counseling to students and their families.

Early Warning Systems

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

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

- Jefferson Davis' Early Warning System is a collaborative and coordinated effort with the School Counselor, Dean of Students, Administration, Staff, and Teachers. Any of the listed members can refer a student for consideration for tracking. Any referred student will have an Academic and Behavioral review of past and current occurrences. Students who exhibit:

- habitually consistent absences (5 in a Quarter) or tardiness (7 or more in a quarter)
- low grades
- failure of one (1) or more courses (emphasis on Reading/ELA, Math, and Science)
- Three (3) Level 1 behavioral referrals
- Two (2) Level 2 behavioral referrals
- Level 1 on State-Wide Assessment in Reading or Math

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	33	57	90
One or more suspensions	0	44	80	124
Course failure in ELA or Math	0	17	37	54
Level 1 on statewide assessment	0	0	0	
Course failure in 2 or more Subjects	0	12	29	41
Level 1 on Statewide Reading	64	51	100	215
Level 1 on Statewide Math	87	77	109	273

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Level 1 and 2 Students from Statewide Assessment are scheduled into Enrichment Courses for additional strategies and practice
-

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

The school builds and sustains partnerships with the local community by inviting them to parent involvement activities, such as orientation, open house, Challenge Day, and SAC meetings. The school also reaches out to local businesses (SAMs) for donations to events like a teacher planning day breakfast.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Bloomfield, Rachel	Guidance Counselor
Campbell, Kaffee	Instructional Coach
Kizer, Randall	Teacher, K-12
Ross, Nkoyo	Assistant Principal
Silas, Tommy	Dean
St. Amand, Claire	Assistant Principal
Ashby, Nidia	
Tandy, Lauren	Guidance Counselor
Brown, Wynnette	Instructional Coach
Keplar, Holly	Teacher, ESE
Townsend, Tiffany	Teacher, K-12

Duties

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

Each member of the leadership team is charged with the responsibility of over-seeing a subject area. Each member meets weekly with the subject area professional learning community (PLC). During the PLC's, lessons are planned, data is analyzed, student work is analyzed, and benchmarks are broken down. Also during PLC's professional development is provided on new or weak areas according to the school based action plan. The coaches and administrators meet weekly to debrief and review data for the week to plan the upcoming professional development. Administrators meet weekly to debrief data and plan next steps.

Shilene Singleton- Principal and over the Math department.

Claire St. Amand- Assistant Principal of Curriculum and over the Science Department and Guidance.

Nkoyo Ross- Assistant Principal of Student Services and over the ELA/Reading Department.

Tommy Silas- Dean of Students

Randall Kizer- Testing Coordinator and over data

Wynette Brown- Math Coach

Kaffee Campbell- Reading Coach

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

School leadership (administrators) identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes by reviewing the district curriculum guide and assessments. The leadership also meets with district staff to review what resources would be best utilized for our students.

The administrators and district staff meet, as needed, over the summer to discuss the needs of our school for the upcoming school year. An inventory of resources is maintained by the school bookkeeper, instructional coaches, and administrators. SAI money is used for resources for remediation; Title I money is used for resources for instruction and professional development; and

school improvement money is used for resources to improve student achievement. Teachers and other instructional support personnel are paid through the general fund, Class Size, or Title I. The testing chair is paid through Title 2 and the reading coach is paid through SAI money.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amanda Shortridge	Business/Community
Claire St. Amand	Education Support Employee
Jenifer Vander Voort	Education Support Employee
Rebecca Williams	Teacher
Daniel Reed	Teacher
Rachel Bloomfield	Teacher
Jude LeConte	Business/Community
Nkoyo Ross	Education Support Employee
Tommy Silas	Education Support Employee
Jessica Serrano	Business/Community
	Student
Nidia Ashby	Principal

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan was reviewed during the February 12, 2014 SAC meeting. Ms. Singleton reviewed with the SAC members the data from the SIP and how it relates to the overall growth of the school.

Development of this school improvement plan

School improvement plan rough draft will be presented at the SAC meeting on September 17, 2014.

Preparation of the school's annual budget and plan

During the September 17, 2014 SAC meeting the budget will be discussed with the members and any input will be noted for use in determining SAC's involvement in the school's budget and plan

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

At this time there are no projects that have been brought before the SAC committee.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ashby, Nidia	Principal
Bloomfield, Rachel	Guidance Counselor
Campbell, Kaffee	Instructional Coach
Kizer, Randall	Teacher, K-12
Ross, Nkoyo	Assistant Principal
Silas, Tommy	Dean
St. Amand, Claire	Assistant Principal
Tandy, Lauren	Guidance Counselor
Townsend, Tiffany	Teacher, K-12
Keplar, Holly	Teacher, ESE
Follensbee, Andrew	Teacher, K-12
Gamble, Jacqueline	Teacher, K-12
Green, Toni	Teacher, K-12
Prendergast, Mark	Teacher, K-12
Reed, Daniel	Teacher, K-12
Torain, Evangeline	Teacher, K-12
Shubrick, Terri	Teacher, K-12
Mayberry, Leslie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team consists of all administrators, dean of students, all instructional coaches, and 2 teacher leaders per subject area. The team met over the summer to develop a plan to implement literacy in all content areas, including electives.

School-wide Literacy Plan

All subject areas will implement closed reading strategies

Achieve 3000 will be implemented in Reading/ ELA/ Social Studies classes

On Fridays, P.E. classes will go to the computer labs to work on Achieve 3000. Math coach, math interventionist, reading coach and reading specialist will pull kids during that time as well.

Literacy Week

Literature Circles/Novel Studies

Data Chats

Individualized Professional Development

Targeted Focus Saturday School

SRA Corrective

Small Group Instruction

Ensure that identified teachers are participating in literacy related professional development

Model effective reading instruction

Encourage reading teachers to earn Reading Endorsement

Students are double blocked in ELA and reading if a FCAT level 1 or 2 (below grade level)
Students are scheduled in advanced reading if scored on grade level 2 or a new level 3

Public and Collaborative Teaching

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

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

Opening of school activities encouraged positive working relationships between teachers through learning what types of personalities teachers had- how different the personalities were, how to work with one another, etc. The school has been scheduled so that subject area teachers have common planning each day so that collaborative planning and instruction can occur on a daily basis.

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

Applicants will go through an initial interview with the interview team. This team consists of principal, assistant principal, coaches, and applicable department chairs. The interview team then contacts the applicant's references and verifies their certification and highly qualified status. Applicant will then return for final interview. The team will decide if the applicant is a good fit for the school at that point. Our school works to retain new teachers by placing them in the district MINT program. This program pairs new teachers (brand new and new to the school) with a mentor teachers based on content taught. The new teacher and mentor meet weekly, and the school-based professional development facilitator meets with new teachers monthly. Administrators and lead teachers participate in a meeting where the new teachers can ask any questions and get answers from the leadership.

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

New teachers also participate in the district's MINT program. Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team. Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior performance evaluation (CAST).

Our school-based professional development facilitator has paired each of the new teachers/mentees with a CET trained teacher according to their subject area. The mentees meet with this facilitator once a month to ensure teachers are completing their paperwork and assist with trainings. The administrators will recommend trainings to the new teachers as she observes their areas of improvement. Each of the mentees will meet with their support mentor once a week. The mentors collect data on their mentees to check for motion in a classroom, classroom management, etc.

The district MINT support activities include:

1. Mentor observation cycles, which new teachers receive formative feedback and targeted coaching
 2. New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
 3. PDF monthly MINT learning sessions that focus on identified areas of need
 4. Collaborative learning PLC's provide additional layers of support and learning opportunistic
- At Jefferson Davis, some of the currently planned activities include the mentees doing focus observations on veteran teachers, pairing mentors and mentees, CHAMPS training, and certification paperwork.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All teachers have access to the district curriculum guides that are aligned to the Florida standards and FCAT 2.0 for 8th grade Science. The instructional materials and programs, such as, Digits, Achieve 3000, Science Exploration materials, etc are all provided to us from the district and are aligned to the Florida Standards or FCAT 2.0 (8th grade Science).

Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students through scheduling students according to their level. Schedule requirements state that any student who made a level 1 and 2 (lowest 30%) are double blocked in math. Schedule requirements state that any student who made a level 1 or 2 (below grade level) are to be double blocked in reading and have a hybrid schedule (same ELA/ reading teacher). Any student who is a Level 2 (on or above grade level) and new level 3's are scheduled in advanced reading. The top 45% of 8th grade students are scheduled double blocked in science taking a Science Exploration year long class. Any student scheduled in Algebra I honors and most students scheduled in Algebra 1a are scheduled in an enrichment math class that focuses on Carnegie or guarantee success on the Florida assessment and state Algebra I EOC.

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

Strategy: Extended School Day

Minutes added to school year: 225

Communities in Schools sponsors Team Up at our school. It operates September 2014-May 2015, approximately 4-5 times a week for 75 minutes each day. Team-Up services 120 kids per year.

Teachers use the district's curriculum and lesson guide in order to provide a continuation of teaching from what is taught during core classes. They also use the Florida Ready Curriculum, Digits, Achieve 3000, and when applicable Carnegie Learning Online. The teachers also assist with home learning as time permits.

Strategy Rationale

Students who are attending Team Up will get additional time and support in math and reading to assist in those students scoring proficiency in those subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Daily attendance, pull progress reports of students to monitor academic performance, provide academic assistance to ensure passing grades

Strategy: Weekend Program

Minutes added to school year: 180

Each year our school offers Saturday School around January to March to prepare for the Florida Assessment/ 8th grade Science FCAT. We plan to offer 10 Saturday School sessions and will provide approximately 3 hours of academic time between mathematics, reading, and science. Teachers will provide instruction and remediation on the weakest benchmarks according to the Quarterly Curriculum Guide Assessments. We build our curriculum from resources as provided by the district. The teachers use school-wide strategies such as Cornell Notes, Quick Writes, exit tickets, close reading, and problem-solving methods to reach the students.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Saturday School teachers give exit tickets after each section. Data is collected from teachers to determine if the content was effectively taught. Data is given to the core teachers to continue tracking progress. The students that attend Saturday School regularly will be tracked and compare their scores on the third Quarterly CGA to monitor growth. Florida Assessment data and Science FCAT data will also be collected at the completion of school to gauge effectiveness of program.

Student Transition and Readiness

PreK-12 Transition

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

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

At the end of their 5th grade school year, students come to the school for a tour and information session through the school counseling department. The school counselor also teaches a classroom guidance lesson at the elementary schools to help students know what to expect in middle school. This vertical teaming also happens at the high school level. The counselors from the high school come and give 8th graders a classroom guidance lesson/information session about what to expect in high school. The counseling department also does a variety of lessons for 8th graders to prepare them. This includes the career aspect of the 8th grade history curriculum as well as guidance lessons about time management, organization, and class selection and the importance of choosing the right courses.

College and Career Readiness

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

Students participate in formulating a 6 year academic plan in grades 6th and 7th through the school counseling department and the SOS Transition to Middle School course for 6th grade students. 8th graders complete a 4 year High School Plan in the course History and Career Planning. Students in

all 3 grades complete a Career Assessment Inventory and an individualized plan for future college and career studies. The plans are individualized. Students select elective courses each year of middle school with an emphasis of personal choice and direction for areas of interest that align with their individual career assessment inventories. Students learn about elective class choices relating to their career interests. Students also learn about classes they may take in high school that relate to their career interests.

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

The school incorporates courses in 6th , 7th and 8th grades. This includes the SOS Transition to Middle School class for 6th grade, computer classes for all students, core courses, as well as career and technology specific courses. Students are taught the relationship between core courses, electives and high school academies and college and career readiness as they formulate a 6year and 4 year educational plan. Career planning is very specific in each grade with discussions on why students are taking core and elective courses and how they relate to the world of work. Students will participate in class discussions and presentations as well as electronic and written plans to demonstrate proficiency in the knowledge of course content and the relationship to the future.

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

School Counselors attend training with the SUSU where the data is reviewed . Counselors and Administrators collaborate and review the data to formulate the master schedule of the school. Courses are developed and enhanced based on the data from the feedback report. Counselors work with teachers to assist with the competency standards based on the Feedback Report and ensure post secondary readiness.

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

School counselors will continue to teach transition to high school curriculum. This will be throughout the school year. Students will be able to select their electives. Students will understand the real world relevance of elective and core classes. Students will understand what is needed of them in high school.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students achieving proficiency (FSA Level 3) in Math will be at or above 59% on the 2015 Florida State Assessment.
- G2.** Increase student achievement in Reading Proficiency on the 2015 state assessment.
- G3.** Students achieving proficiency in (Algebra 1 EOC Level 4 & 5) Math will be at or above 80% on the 2015 Algebra 1 EOC.
- G4.** Increase the amount of students making learning gains in reading on the 2015 state assessment
- G5.** The percentage of students making Learning Gains in Mathematics will be at or above 65% on the 2015 Florida State Assessment.
- G6.** The percentage of students in the Lowest 25% making learning gains in Mathematics will be at or above 59% on the 2015 FSA.
- G7.** The percentage of students in the lowest 25% making learning gains in Reading will increase.
- G8.** Students achieving proficiency (FCAT Level 3) in Science will be at or above 36% on the 2015 FCAT.
- G9.** Students achieving proficiency (FCAT Level 4 and 5) in Science will be at or above 9% on the 2015 FCAT.

Strategic Goals Detail

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

G1. Students achieving proficiency (FSA Level 3) in Math will be at or above 59% on the 2015 Florida State Assessment. 1a

G037277

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- Teachers will utilize Digits and I-ready Florida Standards resources provided by the district.
- Digits Diagnostic Assessment and Curriculum Baseline Assessments will be used to diagnose and prescribe learning plans for Tier 3 students to increase student learning.
- Digits and Carnegie Enrichment will be used to build students' math fluency.
- Math Item Specifications will be used to simulate Florida State Assessment like questions.

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge and basic skills prevents students' success.
- Teachers are not comfortable with utilizing the new Digits curriculum with fidelity.
- Lack of parent knowledge of resources and math content.

Plan to Monitor Progress Toward G1. 8

Teachers will use data from the baseline as well as teacher generated test using Performance Matters to dissect data in order to target students' deficiencies and differentiate instruction.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher will submit progress to coach.

G2. Increase student achievement in Reading Proficiency on the 2015 state assessment. 1a

G037278

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- Ongoing professional development provided by reading coach and the district
- Novels and materials provided by the district will be used
- Double-blocked Enrichment classes and SRA Corrective to correct reading deficiencies
- Use of Achieve of 3000
- Use of Write to Learn

Targeted Barriers to Achieving the Goal 3

- Teachers asking low-level questions that do not increase rigor for students
- Lack of proficiency in reading foundations

Plan to Monitor Progress Toward G2. 8

Student CGA scores, Achieve 3000 Lexile levels, and SRA Mastery Tests scores will be collected throughout the year to determine progress towards the goal.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, instructional rounds, coaching cycle, evidence notebooks, use of assessment data to monitor student progress and drive instruction

G3. Students achieving proficiency in (Algebra 1 EOC Level 4 & 5) Math will be at or above 80% on the 2015 Algebra 1 EOC. **1a**

G037279

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0

Resources Available to Support the Goal **2**

- Teachers are provided ongoing professional development provided by math coaches and the school district.
- Teachers will be able to use the Digits curriculum to help to build students' math fluency.
- Teachers will be able to use the Digits readiness assessment to diagnose and prescribe learning plans for Tier 3 students to increase student learning.
- Teachers will be able to use Performance Matters to create teacher unit test that are aligned with CCSS for Algebra 1.
- Teachers will be able to implement Digits resources to support class instruction.

Targeted Barriers to Achieving the Goal **3**

- Teachers are asking too many lower cognitive level questions and not exposing students to more rigorous higher order questions.
- Students lack of prior knowledge and basic skills prevents students' success.

Plan to Monitor Progress Toward G3. **8**

Students achieving proficiency in (Algebra 1 EOC Level 4 & 5) Math will be at or above 80% on the 2014 Algebra 1 EOC.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Evidence of notebook journals, lesson plans, data chats, and coaching cycle

G4. Increase the amount of students making learning gains in reading on the 2015 state assessment 1a

G037280

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- Novels and materials provided by the district
- Weekly professional development and PLC's
- Double-blocked Enrichment Reading classes and SRA Corrective
- Teacher access to Performance Matters to track student progress/growth

Targeted Barriers to Achieving the Goal 3

- Large number of students reading below grade level
- Large number of students requiring ESE support facilitation services
- Teacher knowledge base of effective reading strategies for adolescents

Plan to Monitor Progress Toward G4. 8

Student CGA data, Achieve 3000 Lexile scores, and SRA fluency checks will be reviewed throughout the year to determine progress towards achieving the goal.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 8/28/2014

Evidence of Completion

Evidence notebooks, lesson plans, data chats, instructional rounds, coaching cycle

G5. The percentage of students making Learning Gains in Mathematics will be at or above 65% on the 2015 Florida State Assessment. 1a

G037281

Targets Supported 1b

Indicator	Annual Target
Math Gains	59.0

Resources Available to Support the Goal 2

- Achievers for Life supports keep their grades high and assists with parent involvement.
- Team-Up supports 120 students each year to assist in low standards and allows for a continuation of the in class learning.
- Teacher access to Insight and Inform to track student progress/growth.

Targeted Barriers to Achieving the Goal 3

- Students have frequent absences due to truancy issues and/or behavioral infractions.
- Lack of student focus and interest level in class.
- Teachers ask too low cognitive questions that do not match the complexity level of benchmarks.

Plan to Monitor Progress Toward G5. 8

High attendance will improve student learning gains because they are exposed to the content and the opportunity to learn exists when present in class.

Person Responsible

Wynnette Brown

Schedule

Annually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Compare previous year's attendance and FCAT scores to this year's attendance and FCAT scores.

G6. The percentage of students in the Lowest 25% making learning gains in Mathematics will be at or above 59% on the 2015 FSA. **1a**

G037283

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	59.0

Resources Available to Support the Goal **2**

- Achievers for Life supports keep their grades high and assists with parent involvement.
- Team-Up supports 120 students each year to assist in low standards and allows for a continuation of the in class learning. Students will also participate in Saturday School, Push-in tutoring, and morning lab.
- Teacher access to Insight and Inform to track student progress/growth.
- Reflex Learning will be used to build students' math fluency.
- I-Ready will be used to diagnose and prescribe learning plans for Tier 3 students to increase student learning.

Targeted Barriers to Achieving the Goal **3**

- Students have frequent absences due to truancy issues and/or behavioral infractions.
- Lack of prior knowledge and basic skills prevents students' success.
- Teachers ask too low cognitive questions that do not match the complexity level of the Florida Standards.

Plan to Monitor Progress Toward G6. **8**

High attendance will improve student learning gains because they are exposed to the content and the opportunity to learn exists when present in class. Compare previous year's attendance and FCAT scores to this year's attendance and FCAT scores.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Compare previous year's attendance and FCAT scores to this year's attendance and FCAT scores.

G7. The percentage of students in the lowest 25% making learning gains in Reading will increase. 1a

G037287

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Enrichment Reading classes and SRA Corrective
- Team-up and Achievers for Life
- Coaching cycle and regular professional development for teachers

Targeted Barriers to Achieving the Goal 3

- Students are missing the foundations for reading proficiency
- Students are reading below grade level
- Students have high need for ESE support services.

Plan to Monitor Progress Toward G7. 8

CGA data, Achieve 3000 data, and SRA Mastery test scores will be collected to determine progress towards this goal.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, data chats, evidence notebooks, coaching cycle, professional development

G8. Students achieving proficiency (FCAT Level 3) in Science will be at or above 36% on the 2015 FCAT.

1a

G037288

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal 2

- Technology, such as, Gizmo, FCAT Test Maker and FCAT Explorer will provide students FCAT-like questions to practice.
- Aligned investigations will provide students specific instruction on weakest standards.
- Utilize Webb's depth of knowledge question stems to increase and sustain rigor.
- Implement 7 habits of good readers (visualize, predict, summarize, monitor understanding, questioning, connect, and inference) and writing within the curriculum.
- Utilize interactive journals on a daily basis with fidelity.
- Develop conceptual understanding of topics by providing hands-on learning experiences.
- Top 45% of students will participate in Science Exploration as a double blocked Science class.

Targeted Barriers to Achieving the Goal 3

- Students experiencing difficulties with higher order questioning.
- Students missing key science concepts from previous grade levels.
- Low reading ability and difficulties with comprehension of text

Plan to Monitor Progress Toward G8. 8

CGA data, teacher-made assessment data, Cornell notes check, exit tickets, lab work

Person Responsible

Claire St. Amand

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans will be reviewed and should show how data is driving the instruction, CGA data and teacher made assessment data (progress monitoring data)

G9. Students achieving proficiency (FCAT Level 4 and 5) in Science will be at or above 9% on the 2015 FCAT. **1a**

G037289

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	9.0

Resources Available to Support the Goal **2**

- Students are double blocked in Science Exploration

Targeted Barriers to Achieving the Goal **3**

- Students lack real world experiences and show weakness in life and environmental science

Plan to Monitor Progress Toward G9. **8**

Student CGA data, teacher made assessment data, exit tickets will be used to monitor

Person Responsible

Claire St. Amand

Schedule

On 6/5/2015

Evidence of Completion

Student data, common planning, lesson plans

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Students achieving proficiency (FSA Level 3) in Math will be at or above 59% on the 2015 Florida State Assessment. **1**

 G037277

G1.B1 Lack of prior knowledge and basic skills prevents students' success. **2**

 B089487

G1.B1.S1 Implement Digits with fidelity and utilize readiness assessments to remediate students' math fluency. **4**

 S100181

Strategy Rationale

Action Step 1 **5**

Teachers will receive Professional Development from the school based and District Math Specialist on monitoring students progress through Performance Matters.
Students will receive log-in information and tutorial in core classes.
Students will use Pearson Realize in class and at home.
Teachers will monitor student progress.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Math Coach will check teachers and student progress through administration log-in.

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

Track student progress and student acknowledgement in class.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers/Math Coaches will print out data after students initial assessment and progress weekly.

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

Compare initial assessment data to weekly progress and quarterly progress.
If data is not showing progress, teacher will check amount of time students spend on program.
Possible speak with student and parents regarding time spent on activities.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students that spend ample time on program will show improvement from beginning to checkpoints.

G1.B1.S2 Teachers will use Digits Curriculum to diagnose and prescribe instruction to Tier 3 students.

4

 S100182

Strategy Rationale

Action Step 1 5

All students will take CGA Diagnostic baseline assessment
Teachers will identify the Tier 3 students according to data.
Teachers will pull small groups of pre-identified students during class.
Teachers will track progress of students throughout year.

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Coach will collect pre-assessment data and progress checkpoints from teachers monthly/quarterly.

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

Teachers will track the progress of their Tier 3 students with the assessment (available online).

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will bring progress and data of Tier 3 students to planning to dissect with coach.

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

Effectiveness of teacher implementation of I-Ready curriculum will yield growth from beginning I-Ready diagnostic and second computer testing. Growth will also be in the students' individual assessments.

Person Responsible

Wynnette Brown

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will administer the I-Ready assessment again in the winter to show growth of Tier 3 students. Teachers will bring evidence of students' I-Ready class assignments and assessment data to planning to dissect with coach and PLC.

G1.B1.S3 Enrichment teachers will implement Carnegie Learning and the online software to bridge gaps between NGSSS and CCSS. 4

 S100183

Strategy Rationale

Action Step 1 5

Enrichment teachers will have Carnegie Training.
Enrichment teachers will use the Carnegie Learning Curriculum with fidelity.
Enrichment teachers will begin using pre- and post-tests to show growth in students.

Person Responsible

Schedule

Evidence of Completion

Pre/Post Assessment Data Students and teachers using the online software and books/ resources in classroom.

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

Coaches will be conducting walkthroughs and modeling/co-teaching lessons with Enrichment teachers with the Carnegie Learning curriculum. Enrichment teachers and coaches will plan together each week to ensure usage of correct materials.

Person Responsible

Schedule

Evidence of Completion

Warm-Ups/Exit Tickets and Pre/Post Assessment Data

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

Comparing the pre and post assessment data will show the effectiveness of the Carnegie Learning curriculum.

Person Responsible

Schedule

Evidence of Completion

Enrichment teachers will bring pre and post test data to planning to review with PLC and coach

G1.B2 Teachers are not comfortable with utilizing the new Digits curriculum with fidelity. 2

 B089488

G1.B2.S1 Teachers will use the Digits curriculum to create lesson plans collaboratively to plan differentiated instruction. 4

 S100184

Strategy Rationale

Action Step 1 5

Teachers will meet during common planning with their PLCs to create differentiated lessons and assessments.

Teachers will discuss strategies to group students according to data in order to create leveled assignments.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans posted each week and cohesiveness of lessons. Walkthroughs of PLC members classes should demonstrate the same content being taught.

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

Compare assessment data with student FCAT levels. Assessment data should correlate to FCAT data.

Person Responsible

Wynnette Brown

Schedule

Annually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will bring assessment data and evidence/examples of leveled assignments to planning to dissect with PLC and coach.

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

Effectiveness of planning and collaboration will be demonstrated through student assessment scores. If high FCAT level students are underperforming, teachers need to use FCAT Achievement Level Descriptions to match their level of class assignments.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Assessment data should show high FCAT level students scoring high on assessments. Teachers will bring evidence/examples of leveled assignments and assessment data to planning.

G1.B2.S2 Teachers will create higher order questions using Webb's DOK. 4

 S100185

Strategy Rationale

Action Step 1 5

Each teacher needs a copy of Webb's DOK question starters.
Copies need to be present during planning and creating lesson plans.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will have information posted in room

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

Constant use of Webb's DOK question starters during planning.

Person Responsible

Wynnette Brown

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Coach will see evidence of fidelity of implementation during planning time with PLC.

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

Effectiveness of strategy will be monitored during admin/coach class walkthroughs. Teachers should be using planned high order questions throughout lessons.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans will show higher order questions, higher order question starters will be posted throughout the classroom.

G1.B3 Lack of parent knowledge of resources and math content. 2

B089489

G1.B3.S1 Teachers will update their websites at the beginning of each unit. 4

S100186

Strategy Rationale

Action Step 1 5

Teacher websites will be updated at the beginning of each unit. Teachers websites will include upcoming content and/or tutorials, homelearning assignments, and upcoming important dates.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Observable and working teacher websites

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Coach will look up teacher's websites to ensure they are updated and current and relevant information for students and parents.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Working and updated teacher websites with current information.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

More informed parents and students.
Continually updated teacher websites.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Updated and working teacher websites with detailed information of class.

G1.B3.S2 School will host 2-3 Math Nights to give tutorials on material taught in class, provide examples of work completed in and out of class, parent portal, etc. 4

 S100187

Strategy Rationale

Action Step 1 5

Decide on first date of Math Night (Oct).
One representative per PLC.
Collect examples of class assignments, assessments, exit tickets, warm-ups, homelearning, etc to display on tri-fold.
Decide on possible tutorial topics for parents.
Collect information for parent portal and internet access.

Person Responsible

Wynnette Brown

Schedule

Every 2 Months, from 8/25/2014 to 6/5/2015

Evidence of Completion

Collection of items for tri-folds and presentation for parents. Volunteers for Math night

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Coach will meet with volunteers after school in September to discuss expectations, necessary materials, and due dates for Math Night.

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Collection of due materials and creating subject area tri-folds. Hosting first Math Night.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Parents that attend Math Night will ask to complete a survey to determine effectiveness. An increase in parent participation in next event will also determine effectiveness and how valuable to parents.

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Completed surveys from parents and debrief with team of volunteers to plan for next night.

G2. Increase student achievement in Reading Proficiency on the 2015 state assessment. 1

G037278

G2.B2 Teachers asking low-level questions that do not increase rigor for students 2

B089491

G2.B2.S1 Use Webb's DOK for rigorous questioning and lesson plans. Follow district provided curriculum guides for all classes. 4

S100191

Strategy Rationale

To ensure that students are working on appropriate rigorous content. Webb's DOK allows for teachers to include higher-order questions and deepen their understanding of the content.

Action Step 1 5

Professional development on Higher Order Questioning strategies.

Person Responsible

Nkoyo Ross

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Weekly evaluation of lesson plans, coaching cycle, instructional rounds, assessment data used to track student progress and drive instruction.

Action Step 2 5

Professional development on Socratic Seminars and Novel Studies.

Person Responsible

Nkoyo Ross

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

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

Administration will monitor use of higher order questions in instruction and lesson plans through observations and student data.

Person Responsible

Nkoyo Ross

Schedule

Daily, from 8/26/2014 to 6/5/2015

Evidence of Completion

Weekly evaluation of lesson plans, coaching cycle, instructional rounds, assessment data used to track student progress and drive instruction.

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

Administration will monitor use and effectiveness of higher order questions in instruction and lesson plans through observations and student data.

Person Responsible

Nkoyo Ross

Schedule

Daily, from 8/26/2014 to 6/5/2015

Evidence of Completion

Weekly evaluation of lesson plans, coaching cycle, instructional rounds, assessment data used to track student progress and drive instruction.

G2.B2.S2 Use CGA's and Achieve 3000 to monitor student progress in reading. 4

 S108854

Strategy Rationale

Teacher can use the data to differentiate instruction, engage in data chats, and reteach as necessary.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B3 Lack of proficiency in reading foundations **2**

 B089492

G2.B3.S1 Increase use of SRA Corrective Reading with fidelity for all students who performed below proficiency on the 2014 FCAT. **4**

 S100192

Strategy Rationale

This program is proven to increase student's fluency rates if used with fidelity.

Action Step 1 **5**

Ensure that all teachers are trained on SRA and Achieve 3000

Person Responsible

Schedule

Evidence of Completion

Lesson plans, instructional rounds, evidence notebook, SRA assessments

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

Differentiated instruction, SRA Corrective

Person Responsible

Schedule

Evidence of Completion

Lesson plans, instructional rounds, coaching cycle, evidence notebook, SRA assessments

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

Differentiated instruction, SRA Corrective

Person Responsible

Schedule

Evidence of Completion

Lesson plans, instructional rounds, coaching cycle, evidence notebook, SRA assessments

G2.B3.S2 Implement Achieve 3000 to increase student's lexile levels. 4

 S110821

Strategy Rationale

Students are reading below grade levels and need to increase their lexiles in order to achieve proficiency on the assessments.

Action Step 1 5

Provide professional development for each Reading and ELA teacher for the use of SRA Corrective Reading.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Observations, CGA data

Action Step 2 5

Provide professional development for each Reading and ELA, Elective, and PE teacher for the use of Achieve 3000.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teachers will continue to receive training and in the use of both programs and be monitored continuously.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Data Notebook, Observational Rounds

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Administration will continuous monitor the use of the programs and the data that results from their use.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Data Notebook, Observational Rounds

G3. Students achieving proficiency in (Algebra 1 EOC Level 4 & 5) Math will be at or above 80% on the 2015 Algebra 1 EOC. 1

G037279

G3.B1 Teachers are asking too many lower cognitive level questions and not exposing students to more rigorous higher order questions. 2

B089493

G3.B1.S1 *Mathematical Practices included in lesson plans *Close and Check in every class as an opportunity to address misconceptions. *CGA Baseline/Post tests to address instructional gaps, *Professional Development for teachers *Teachers will use CUBES as a school wide problem solving strategy. 4

S100193

Strategy Rationale

Action Step 1 5

Teachers will participate in common planning, weekly professional development and coaching cycle.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common planning logs, lesson plans, and common facilitation of instruction in the common subject areas.

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

Academic Coach and Supervising Administrator will monitor lesson plans and observe classes to ensure teachers are using rigorous questions.

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans and classroom observations

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

Academic Coach and Supervising Administrator will monitor lesson plans and observe classes to ensure teachers are using rigorous questions.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans and classroom observations

G3.B2 Students lack of prior knowledge and basic skills prevents students' success. 2

 B089494

G3.B2.S1 Implement Digits/I-Ready curriculum in classes to provide remediation to increase students' math fluency. 4

 S100194

Strategy Rationale

Action Step 1 5

Teachers has received iReady training.
Students will receive log-in information and tutorial in core classes.
Students will use iReady in class and at home.
Teachers will monitor student progress.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students and teachers will use iReady throughout school year. Teachers will give log-in and tutorial by the end of September. Teachers will monitor student progress once a week. Teachers will acknowledge students' success in class. I and track progress. Math Coach will check teachers and student progress through administration log-in.

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

Track student progress and student acknowledgement in class. Teachers will monitor student progress of math fluency and acknowledge students' success in the class (use stars).

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers/Academic Coach will analyze data after students' initial assessment and progress weekly.

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

Compare initial assessment data to weekly progress and quarterly progress. If data is not showing progress, teacher will check amount of time students spend on program. Possible speak with student and parents regarding time spent on activities.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students that spend ample time on program will show improvement from beginning to checkpoints.

G3.B2.S2 Teachers will use I-Ready Curriculum to diagnose and prescribe instruction to Tier 3 students.

4

 S100195

Strategy Rationale

Action Step 1 5

All students will take I-Ready diagnostic assessment.
Teachers will identify the Tier 3 students according to data.
Teachers will pull small groups of pre-identified students during class.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Academic Coach will collect pre-assessment data and progress checkpoints from teachers monthly/quarterly.

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

Teachers will track the progress of their Tier 3 students with the post test (available online).

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Teachers will bring progress and data of Tier 3 students to planning to dissect with coach.

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

Effectiveness of teacher implementation of I-Ready curriculum will yield growth from beginning I-Ready diagnostic and second computer testing. Growth will also be in the students' individual assessments

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Teachers will administer the I-Ready assessment again in the winter to show growth of Tier 3 students. Teachers will bring evidence of students' I-Ready class assignments and assessment data to planning to dissect with coach and PLC.

G4. Increase the amount of students making learning gains in reading on the 2015 state assessment 1

 G037280

G4.B1 Large number of students reading below grade level 2

 B089496

G4.B1.S1 Use of SRA Corrective, Achieve 3000, and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies 4

 S100198

Strategy Rationale

These programs are proven to increase students reading level if implemented with fidelity.

Action Step 1 5

Use of SRA Corrective, Achieve 3000 and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, data chats, lesson plans, instructional rounds

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

Constant monitoring of student data, usage reports, lesson plans, and interactive notebooks will be done to ensure that the programs are being used effectively.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, instructional rounds, coaching cycle, data chats

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

Use of SRA Corrective, Achieve 3000 and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, instructional rounds, coaching cycle, data chats

G4.B2 Large number of students requiring ESE support facilitation services **2**

 B089497

G4.B2.S1 Use of accommodations and modification in classroom instruction and administration of assessments **4**

 S100199

Strategy Rationale

Students need additional accommodations to ensure that they are receiving a fair and adequate education.

Action Step 1 **5**

Use of accommodations and modifications in classroom instruction and administration of assessments

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, instructional rounds, use of assessment to monitor student progress and drive instruction

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

Teacher lesson plans will be monitored regularly as well as observational walk through will be conducted to ensure that accommodations are being put into place.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, instructional rounds, use of assessment to monitor student progress and drive instruction

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

Use of accommodations and modifications in classroom instruction and administration of assessments

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, instructional rounds, use of assessment to monitor student progress and drive instruction

G4.B3 Teacher knowledge base of effective reading strategies for adolescents 2

 B089498

G4.B3.S1 Provide ongoing professional development to teachers and use coaching cycle to model and support effective reading instruction 4

 S100200

Strategy Rationale

Teachers need proper training on Close Reading strategies that will enhance the students' reading abilities.

Action Step 1 5

Weekly professional development and coaching cycle, district Reading Endorsement classes

Person Responsible

Nkoyo Ross

Schedule

On 6/5/2015

Evidence of Completion

Coaching logs, lesson feedback forms, PLC's, instructional rounds

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Monitor use of reading strategies in classrooms.

Person Responsible

Nkoyo Ross

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, lesson plans, coaching logs, PLC's, instructional rounds

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Data from CGA's, Achieve 3000, and teacher-made assessments will be used to monitor the effectiveness of the strategies.

Person Responsible

Nkoyo Ross

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, instructional rounds, coaching logs, PLC's

G5. The percentage of students making Learning Gains in Mathematics will be at or above 65% on the 2015 Florida State Assessment. 1

G037281

G5.B1 Students have frequent absences due to truancy issues and/or behavioral infractions. 2

B089499

G5.B1.S1 Teachers take attendance every class, every day and report attendance issues to Guidance.

4

S100201

Strategy Rationale

Action Step 1 5

Teachers take attendance daily for each period.
Contact parents when frequent attendance is notice.
Contact guidance for continual attendance issues.

Person Responsible

Rachel Bloomfield

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Complete attendance. Documentation of parent and guidance contacts.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Attendance is monitored by guidance and clerical staff.

Person Responsible

Rachel Bloomfield

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Correct attendance taken by teachers. Documentation of contact to parents and guidance regarding attendance issues.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Effectiveness will be demonstrated by students attending school more frequently.

Person Responsible

Rachel Bloomfield

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Correct and complete attendance.

G5.B1.S2 Positive reward system for perfect attendance and low referrals. 4

 S100202

Strategy Rationale

Action Step 1 5

School-wide incentives for perfect attendance and/or low behavioral referrals.
Class positive incentives for small term goals on perfect attendance and/or low behavior referrals.

Person Responsible

Wynnette Brown

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Documentation of attendance for each class.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Long term goal: Teacher continually submits names of students with perfect attendance for each quarter; student gets a ticket for a raffle at the end of the year.

Short term goal: Teachers recognize students for perfect attendance monthly with a token/certificate/star/etc.

Person Responsible

Rachel Bloomfield

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom token/certificate/star. Teacher quarterly submits names for end of the year goal.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Effectiveness will be shown by having more students attend class more regularly.

Person Responsible

Rachel Bloomfield

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

More recognition in class and quarterly submitted names.

G5.B2 Lack of student focus and interest level in class. 2

 B089500

G5.B2.S1 Chunk material in class. 4

 S100203

Strategy Rationale

Action Step 1 5

Continual use of district-created curriculum guides and lesson guides.
Collaborative planning with PLCs to plan lessons and activities.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans will demonstrate chunking of material.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Coaches will be present during planning to monitor teachers planning by chunking like-content together and planning their lessons is two pieces when applicable.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Observable in teacher lesson plans, observations, and walkthroughs.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Each quarterly assessment will show growth from baselines.
Exit tickets will show daily understanding of chunked material.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student engagement in class observable in observations and walkthroughs. Comparing Baseline data with Quarterly CGAs.

G5.B2.S2 Use student names and the class interests into curriculum 4

 S100204

Strategy Rationale

Action Step 1 5

PLCs create word problems in planning incorporating their student names and interests.

Person Responsible

Schedule

Evidence of Completion

Through teacher lesson plans and observable in class observations and walkthroughs.

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Coach will be frequently be present during planning to ensure PLCs are matching students and interests for the classes. Teachers will submit examples to coach.

Person Responsible

Schedule

Evidence of Completion

Will continue through year. Evidence includes submitting examples of using names and interests. Evident with walkthroughs and observations.

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Compare baseline data to quarterly CGAs to check for improvements in benchmarks. Exit tickets will demonstrate the student learning and engagement through lesson (also using student names and interests).

Person Responsible

Schedule

Evidence of Completion

Comparison of data between baseline and CGAs. Student completed examples of exit tickets and assessments.

G5.B2.S3 Increase use of technology in the classroom. 4

 S100205

Strategy Rationale

Action Step 1 5

Train teachers with Glencoe and Carnegie provided resources.
Train teachers in supplemental resources including I-Ready and Relfex Math.
Ensure each teacher has access to working computer, projector, ELMO.

Person Responsible

Schedule

Evidence of Completion

All teachers have been trained and have technology resources in room.

Plan to Monitor Fidelity of Implementation of G5.B2.S3 6

Teachers are using online resources weekly.
Teachers are incorporating technology in each lesson.

Person Responsible

Schedule

Evidence of Completion

Demonstrated with walkthroughs and observations.

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 7

Compare Baseline and Quarterly CGA data. Student engagement will increase. Exit tickets can demonstrate how effective the used technology was.

Person Responsible

Schedule

Evidence of Completion

Comparison of baseline and quarterly assessments. Demonstrated through class walkthroughs and observations.

G5.B3 Teachers ask too low cognitive questions that do not match the complexity level of benchmarks. 2

B089501

G5.B3.S1 Teachers will create lesson plans collaboratively to plan differentiated instruction. 4

S100206

Strategy Rationale

Action Step 1 5

Teachers will meet in PLCs to create differentiated lessons and assessments. Teachers will discuss strategies to group students according to data in order to create leveled assignments.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans posted each week and cohesiveness of lessons. Walkthroughs of PLC members classes should demonstrate the same content being taught.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Compare assessment data with student FCAT levels. Assessment data should correlate to FCAT data.

Person Responsible

Wynnette Brown

Schedule

Annually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will bring assessment data and evidence/examples of leveled assignments to planning to dissect with PLC and coach.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Effectiveness of planning and collaboration will be demonstrated through student assessment scores. If high FCAT level students are underperforming, teachers need to use FCAT Achievement Level Descriptions to match their level of class assignments.

Person Responsible

Wynnette Brown

Schedule

On 6/5/2015

Evidence of Completion

Assessment data should show high FCAT level students scoring high on assessments. Teachers will bring evidence/examples of leveled assignments and assessment data to planning.

G5.B3.S2 Teachers will create higher order questions using Webb's DOK question starters. 4

 S100207

Strategy Rationale

Action Step 1 5

Each teacher needs a copy of Webb's DOK question starters.
Copies need to be present during planning and creating lesson plans.
Teachers need Webb's DOK question starters posted in room.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will have information posted in room

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Constant use of Webb's DOK question starters during planning.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Coach will see evidence of fidelity of implementation during planning time with PLC.

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Effectiveness of strategy will be monitored during admin/coach class walkthroughs. Teachers should be using planned high order questions throughout lessons.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs will demonstrate the evidence of creating higher order questions throughout planning.

G6. The percentage of students in the Lowest 25% making learning gains in Mathematics will be at or above 59% on the 2015 FSA. 1

G037283

G6.B1 Students have frequent absences due to truancy issues and/or behavioral infractions. 2

B089504

G6.B1.S1 Teachers take attendance every class, every day and report attendance issues to Guidance.

4

S100210

Strategy Rationale

Action Step 1 5

Teachers take attendance daily for each period.
Contact parents when frequent attendance is notice.
Contact guidance for continual attendance issues.

Person Responsible

Rachel Bloomfield

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Complete attendance. Documentation of parent and guidance contacts.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Attendance is checked weekly by guidance and clerical staff.

Person Responsible

Rachel Bloomfield

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Correct attendance taken by teachers. Documentation of contact to parents and guidance regarding attendance issues.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Effectiveness will be demonstrated by students attending school more frequently.

Person Responsible

Rachel Bloomfield

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Correct and complete attendance.

G6.B1.S2 Positive reward system for perfect attendance and low referrals. 4

 S100211

Strategy Rationale

Action Step 1 5

School-wide incentives for perfect attendance and/or low behavioral referrals.
Class positive incentives for small term goals on perfect attendance and/or low behavior referrals.

Person Responsible

Schedule

Evidence of Completion

Documentation of attendance for each class.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Long term goal:Teacher continually submits names of students with perfect attendance for each quarter; student gets a ticket for a raffle at the end of the year.
Short term goal: Teachers recognize students for perfect attendance monthly with a token/certificate/star/etc.

Person Responsible

Schedule

Evidence of Completion

Classroom token/certificate/star. Teacher quarterly submits names for end of the year goal.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Effectiveness will be shown by having more students attendance class more regularly.

Person Responsible

Schedule

Evidence of Completion

More recognition in class and quarterly submitted names.

G6.B2 Lack of prior knowledge and basic skills prevents students' success. 2

 B089505

G6.B2.S1 Implement Reflex Learning in classes to remediate students' math fluency. 4

 S100212

Strategy Rationale

Action Step 1 5

Teachers will receive training via Webinar to learn how to monitor student progress.
Students will receive log-in information and tutorial in core classes.
Students will use Reflex in class and at home.
Teachers will monitor student progress.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Math Coach will check teachers and student progress through administration log-in.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Track student progress and student acknowledgement in class.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers/Math Coaches will print out data after students initial assessment and progress weekly.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Compare initial assessment data to weekly progress and quarterly progress.
If data is not showing progress, teacher will check amount of time students spend on program.
Possible speak with student and parents regarding time spent on activities.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students that spend ample time on program will show improvement from beginning to checkpoints.

G6.B2.S2 Teachers will use I-Ready Curriculum to diagnose and prescribe instruction to Tier 3 students.

4

 S100213

Strategy Rationale

Action Step 1 5

All students will take I-Ready diagnostic assessment.
Teachers will identify the Tier 3 students according to data.
Teachers will pull small groups of pre-identified students during class.
Teachers will track progress of students throughout year.

Person Responsible

Schedule

Evidence of Completion

Coach will collect pre-assessment data and progress checkpoints from teachers monthly/quarterly.

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

Teachers will track the progress of their Tier 3 students with the post test (available online).

Person Responsible

Schedule

Evidence of Completion

Teachers will bring progress and data of Tier 3 students to planning to dissect with coach.

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 7

Effectiveness of teacher implementation of I-Ready curriculum will yield growth from beginning I-Ready diagnostic and second computer testing. Growth will also be in the students' individual assessments.

Person Responsible

Schedule

Evidence of Completion

Teachers will administer the I-Ready assessment again in the winter to show growth of Tier 3 students. Teachers will bring evidence of students' I-Ready class assignments and assessment data to planning to dissect with coach and PLC.

G6.B2.S3 Enrichment teachers will implement Carnegie Learning and the online software to bridge gaps between NGSSS and CCSS. Saturday School, push-in tutoring, and morning lab will implement the technology as well. 4

 S100214

Strategy Rationale

Action Step 1 5

Enrichment teachers will have Carnegie Training.
Enrichment teachers will use the Carnegie Learning Curriculum with fidelity.
Enrichment teachers will begin using pre- and post-tests to show growth in students.

Person Responsible

Shilene Singleton

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Pre/Post Assessment Data Students and teachers using the online software and books/resources in classroom.

Plan to Monitor Fidelity of Implementation of G6.B2.S3 6

Coaches will be conducting walkthroughs and modeling/co-teaching lessons with Enrichment teachers with the Carnegie Learning curriculum. Enrichment teachers and coaches will plan together each week to ensure usage of correct materials.

Person Responsible

Shilene Singleton

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Warm-Ups/Exit Tickets and Pre/Post Assessment Data

Plan to Monitor Effectiveness of Implementation of G6.B2.S3 7

Comparing the pre and post assessment data will show the effectiveness of the Carnegie Learning curriculum.

Person Responsible

Shilene Singleton

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Enrichment teachers will bring pre and post test data to planning to review with PLC and coach

G6.B3 Teachers ask too low cognitive questions that do not match the complexity level of the Florida Standards. 2

 B089506

G6.B3.S1 Teachers will create lesson plans collaboratively to plan differentiated instruction. 4

 S100215

Strategy Rationale

Action Step 1 5

Teachers will meet in PLCs to create differentiated lessons and assessments. Teachers will discuss strategies to group students according to data in order to create leveled assignments.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans posted each week and cohesiveness of lessons. Walkthroughs of PLC members classes should demonstrate the same content being taught

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Compare assessment data with student FCAT levels. Assessment data should correlate to FCAT data.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will bring assessment data and evidence/examples of leveled assignments to planning to dissect with PLC and coach.

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Effectiveness of planning and collaboration will be demonstrated through student assessment scores. If high FCAT level students are underperforming, teachers need to use FCAT Achievement Level Descriptions to match their level of class assignments.

Person Responsible

Wynnette Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Assessment data should show high FCAT level students scoring high on assessments. Teachers will bring evidence/examples of leveled assignments and assessment data to planning.

G6.B3.S2 Teachers will create higher order questions using Webb's Depth of Knowledge starters. 4

 S100216

Strategy Rationale

Action Step 1 5

Each teacher needs a copy of Webb's DOK question starters. Copies need to be present during planning and creating lesson plans. Teachers need Webb's DOK question starters posted in room.

Person Responsible

Wynnette Brown

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will have information posted in room

Plan to Monitor Fidelity of Implementation of G6.B3.S2 6

Constant use of Webb's DOK question starters during planning.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Coach will see evidence of fidelity of implementation during planning time with PLC.

Plan to Monitor Effectiveness of Implementation of G6.B3.S2 7

Effectiveness of strategy will be monitored during admin/coach class walkthroughs. Teachers should be using planned high order questions throughout lessons.

Person Responsible

Wynnette Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs will demonstrate the evidence of creating higher order questions throughout planning.

G7. The percentage of students in the lowest 25% making learning gains in Reading will increase. 1

G037287

G7.B1 Students are missing the foundations for reading proficiency 2

B089516

G7.B1.S1 Provide ongoing professional development in reading instruction to teachers and support in implementing SRA Corrective program. 4

S100232

Strategy Rationale

This program will enhance students' fluency and thus increasing their reading levels.

Action Step 1 5

Ongoing professional development in reading instruction to teachers and support in implementing SRA Corrective program.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, lesson plans, professional development, coaches logs, SRA placement tests, data chats

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Teacher walkthroughs, data chats, and observations will be done to ensure the implementation of this program.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, evidence notebooks, data chats, coaching cycle

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Provide constant support for teachers who are teaching the program through weekly PLCs and Professional development.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans, evidence notebooks, data chats, coaching cycle

G7.B2 Students are reading below grade level 2

 B089517

G7.B2.S1 Enrichment Reading classes, SRA Corrective and additional supports including Team-Up will be used to build students' reading skills. 4

 S100233

Strategy Rationale

Students will need support for different venues to ensure that they are building their reading levels.

Action Step 1 5

All teachers will communicate regularly with the Team Up and Achievers for Life staff to share student data and strategies that can be used. Students will also participate in Saturday School, Push-in tutoring, and morning computer lab.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, data chats, lesson plans, coaching cycle

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Student will participate in data chats with their teachers and support staff from Team Up.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, data chats, lesson plans, coaching cycle, Team Up notebooks

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Teachers will collaborate to create common goals and data to determine the effectiveness of the programs.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence notebooks, data chats, lesson plans, coaching cycle

G7.B3 Students have high need for ESE support services. 2

B089518

G7.B3.S1 Teachers and test administrator will communicate regularly with ESE support facilitators and ensure that students receive accommodations/modifications during classroom instruction and assessment. 4

S100234

Strategy Rationale

Students need to receive quality instruction with their accommodations to ensure an equal chance at success.

Action Step 1 5

Teachers and test administrator will communicate regularly with ESE support facilitators and ensure that students receive accommodations/modifications during classroom instruction and assessment.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

Lesson plans, evidence notebooks, data chats

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Teachers and test administrator will communicate regularly with ESE support facilitators and ensure that students receive accommodations/modifications during classroom instruction and assessment.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/11/2014 to 8/18/2014

Evidence of Completion

Lesson plans, evidence notebooks, data chats

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Data will be collected to monitor the use of accommodations in class and on assessments.

Person Responsible

Nkoyo Ross

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

Lesson plans, evidence notebooks, data chats

G8. Students achieving proficiency (FCAT Level 3) in Science will be at or above 36% on the 2015 FCAT. 1

 G037288

G8.B1 Students experiencing difficulties with higher order questioning. 2

 B089519

G8.B1.S1 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery- think-write-pair-shair, accountable talk, Webb's Depth of Knowledge question stems, writing, and hands-on learning experiences. 4

 S100237

Strategy Rationale

Action Step 1 5

Increase comprehension of higher level questions through use of think-write-pair-share, hands-on learning experiences, implementation of Webb's DOK, writing, and accountable talk throughout the lesson.

Person Responsible

Claire St. Amand

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans showing evidence of implementation of higher level questions and labs.
Student interactive journals of completed labs, cornell notes with higher order questions.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Monitor lesson plans and observe classrooms

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing evidence of implementation of higher level questions and labs.
Student interactive journals of completed labs, cornell notes with higher order questions.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Monitor implementation through observation, review of lesson plans, and PLC meetings.

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing evidence of implementation of higher level questions and labs.
Student interactive journals of completed labs, cornell notes with higher order questions.

G8.B2 Students missing key science concepts from previous grade levels. 2

B089520

G8.B2.S1 Teacher will review deficient skills through the use of aligned investigations. 4

S100239

Strategy Rationale

Action Step 1 5

Utilize assessment data (curriculum guide assessment data, teacher-assessment data, and informal assessment data) to review deficient skills to work on specific student needs.

Person Responsible

Claire St. Amand

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans will reflect differentiation as per the student assessment data (aligned investigation) and progress monitoring data.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Review deficient skills through use of Aligned Investigations

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans showing aligned investigations and data showing deficient skills (progress monitoring data)

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Review data from aligned investigations

Person Responsible

Claire St. Amand

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Check for understanding assessment (exit ticket, etc) data, progress monitoring data

G8.B2.S2 Scientific Exploration will be used to provide enrichment. 4

 S110775

Strategy Rationale

Action Step 1 5

Science Exploration will be an enrichment class used for those targeted 45% students.

Person Responsible

Claire St. Amand

Schedule

On 6/5/2015

Evidence of Completion

CGA data, as well as, informal and formal assessment data will be evaluated

Plan to Monitor Fidelity of Implementation of G8.B2.S2 6

Science exploration teacher will meet with and plan with the 8th grade teachers during common planning.

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, student artifacts, data

Plan to Monitor Effectiveness of Implementation of G8.B2.S2 7

Classroom observations, data chats

Person Responsible

Claire St. Amand

Schedule

On 6/5/2015

Evidence of Completion

Completed lesson plans, common planning log, student interactive journals, lab template complete

G8.B3 Low reading ability and difficulties with comprehension of text 2

 B089521

G8.B3.S1 Science teachers will integrate reading through the content by using close reading strategies and 7 habits of good readers 4

 S100240

Strategy Rationale

Action Step 1 5

Implement close reading strategies and 7 habits of good readers

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common lesson plans built through PLC planning and student assessment results

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Common Lesson Plans should show implementation of close reading and 7 habits

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

interactive journals, lesson plans, exit tickets

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Common Lesson Plans and student data

Person Responsible

Claire St. Amand

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Increased student data and an increase in Achieve 3000 scores.

G8.B3.S2 Teachers will utilize interactive journals to assist with comprehension of text through Cornell Notes 4

 S100241

Strategy Rationale

Action Step 1 5

Increase comprehension of text through implementation of 7 Habits of Good readers and close reading

Person Responsible

Claire St. Amand

Schedule

On 6/5/2015

Evidence of Completion

Common lesson plans, interactive journals

Plan to Monitor Fidelity of Implementation of G8.B3.S2 6

Students will take Cornell notes through the guidance of their teachers

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common lesson plans, interactive journals

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 7

Increase comprehension of text through operational and content vocabulary by students taking Cornell notes

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common lesson plans, word walls, student interactive journals

G9. Students achieving proficiency (FCAT Level 4 and 5) in Science will be at or above 9% on the 2015 FCAT.

1

G037289

G9.B1 Students lack real world experiences and show weakness in life and environmental science

2

B089522

G9.B1.S1 Science exploration teacher will implement curriculum including hands-on activities to provide additional real world experiences, as well as, additional support in life and environmental science.

Students will also participate in Science Fair.

4

S100242

Strategy Rationale

Action Step 1

5

Science exploration teacher will implement curriculum with fidelity and have students participate in Science Fair January 12-14, 2015.

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Completed lab investigations, lesson plans, data from assessments

Plan to Monitor Fidelity of Implementation of G9.B1.S1

6

District Science specialist and administrator will meet with teacher regularly during common planning to make sure curriculum is being implemented.

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans, assessment data

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Data will be reviewed regularly, as well as, observations conducted, participation with 8th grade PLC

Person Responsible

Claire St. Amand

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student data, student interactive journals

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will receive Professional Development from the school based and District Math Specialist on monitoring students progress through Performance Matters. Students will receive log-in information and tutorial in core classes. Students will use Pearson Realize in class and at home. Teachers will monitor student progress.	Brown, Wynnette	8/25/2014	Math Coach will check teachers and student progress through administration log-in.	6/5/2015 weekly
G1.B1.S2.A1	All students will take CGA Diagnostic baseline assessment Teachers will identify the Tier 3 students according to data. Teachers will pull small groups of pre-identified students during class. Teachers will track progress of students throughout year.	Brown, Wynnette	8/25/2014	Coach will collect pre-assessment data and progress checkpoints from teachers monthly/quarterly.	6/5/2015 one-time
G1.B1.S3.A1	Enrichment teachers will have Carnegie Training. Enrichment teachers will use the Carnegie Learning Curriculum with fidelity. Enrichment teachers will begin using pre- and post-tests to show growth in students.		Pre/Post Assessment Data Students and teachers using the online software and books/ resources in classroom.	once	
G1.B2.S1.A1	Teachers will meet during common planning with their PLCs to create differentiated lessons and assessments. Teachers will discuss strategies to group students according to data in order to create leveled assignments.	Brown, Wynnette	8/25/2014	Lesson plans posted each week and cohesiveness of lessons. Walkthroughs of PLC members classes should demonstrate the same content being taught.	6/5/2015 weekly
G1.B2.S2.A1	Each teacher needs a copy of Webb's DOK question starters. Copies need to be present during planning and creating lesson plans.	Brown, Wynnette	8/25/2014	Teachers will have information posted in room	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Teacher websites will be updated at the beginning of each unit. Teachers websites will include upcoming content and/or tutorials, homelearning assignments, and upcoming important dates.	Brown, Wynnette	8/25/2014	Observable and working teacher websites	6/5/2015 monthly
G1.B3.S2.A1	Decide on first data of Math Night (Oct). One representative per PLC. Collect examples of class assignments, assessments, exit tickets, warm-ups, homelearning, etc to display on tri-fold. Decide on possible tutorial topics for parents. Collect information for parent portal and internet access.	Brown, Wynnette	8/25/2014	Collection of items for tri-folds and presentation for parents. Volunteers for Math night	6/5/2015 every-2-months
G2.B2.S1.A1	Professional development on Higher Order Questioning strategies.	Ross, Nkoyo	9/10/2014	Weekly evaluation of lesson plans, coaching cycle, instructional rounds, assessment data used to track student progress and drive instruction.	6/5/2015 monthly
G2.B3.S1.A1	Ensure that all teachers are trained on SRA and Achieve 3000		Lesson plans, instructional rounds, evidence notebook, SRA assessments	one-time	
G3.B1.S1.A1	Teachers will participate in common planning, weekly professional development and coaching cycle.	Brown, Wynnette	8/25/2014	Common planning logs, lesson plans, and common facilitation of instruction in the common subject areas.	6/5/2015 weekly
G3.B2.S1.A1	Teachers has received iReady training. Students will receive log-in information and tutorial in core classes. Students will use iReady in class and at home. Teachers will monitor student progress.	Brown, Wynnette	8/25/2014	Students and teachers will use iReady throughout school year. Teachers will give log-in and tutorial by the end of September. Teachers will monitor student progress once a week. Teachers will acknowledge students' success in class. I and track progress. Math Coach will check teachers and student progress through administration log-in.	6/5/2015 weekly
G3.B2.S2.A1	All students will take I-Ready diagnostic assessment. Teachers will identify the Tier 3 students according to data. Teachers will pull small groups of pre-identified students during class.	Brown, Wynnette	8/25/2014	Academic Coach will collect pre-assessment data and progress checkpoints from teachers monthly/quarterly.	6/5/2015 monthly
G4.B1.S1.A1	Use of SRA Corrective, Achieve 3000 and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies	Ross, Nkoyo	8/18/2014	Evidence notebooks, data chats, lesson plans, instructional rounds	6/5/2015 weekly
G4.B2.S1.A1	Use of accommodations and modifications in classroom instruction and administration of assessments	Ross, Nkoyo	8/18/2014	Lesson plans, instructional rounds, use of assessment to monitor student progress and drive instruction	6/5/2015 weekly
G4.B3.S1.A1	Weekly professional development and coaching cycle, district Reading Endorsement classes	Ross, Nkoyo	8/18/2014	Coaching logs, lesson feedback forms, PLC's, instructional rounds	6/5/2015 one-time
G5.B1.S1.A1	Teachers take attendance daily for each period. Contact parents when frequent attendance is notice. Contact guidance for continual attendance issues.	Bloomfield, Rachel	8/25/2014	Complete attendance. Documentation of parent and guidance contacts.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.A1	School-wide incentives for perfect attendance and/or low behavioral referrals. Class positive incentives for small term goals on perfect attendance and/or low behavior referrals.	Brown, Wynnette	8/25/2014	Documentation of attendance for each class.	6/5/2015 quarterly
G5.B2.S1.A1	Continual use of district-created curriculum guides and lesson guides. Collaborative planning with PLCs to plan lessons and activities.	Brown, Wynnette	8/25/2014	Lesson plans will demonstrate chunking of material.	6/5/2015 weekly
G5.B2.S2.A1	PLCs create word problems in planning incorporating their student names and interests.		Through teacher lesson plans and observable in class observations and walkthroughs.	once	
G5.B2.S3.A1	Train teachers with Glencoe and Carnegie provided resources. Train teachers in supplemental resources including I-Ready and Relfex Math. Ensure each teacher has access to working computer, projector, ELMO.		All teachers have been trained and have technology resources in room.	once	
G5.B3.S1.A1	Teachers will meet in PLCs to create differentiated lessons and assessments. Teachers will discuss strategies to group students according to data in order to create leveled assignments.	Brown, Wynnette	8/25/2014	Lesson plans posted each week and cohesiveness of lessons. Walkthroughs of PLC members classes should demonstrate the same content being taught.	6/5/2015 weekly
G5.B3.S2.A1	Each teacher needs a copy of Webb's DOK question starters. Copies need to be present during planning and creating lesson plans. Teachers need Webb's DOK question starters posted in room.	Brown, Wynnette	8/25/2014	Teachers will have information posted in room	6/5/2015 weekly
G6.B1.S1.A1	Teachers take attendance daily for each period. Contact parents when frequent attendance is notice. Contact guidance for continual attendance issues.	Bloomfield, Rachel	8/25/2014	Complete attendance. Documentation of parent and guidance contacts.	6/5/2015 weekly
G6.B1.S2.A1	School-wide incentives for perfect attendance and/or low behavioral referrals. Class positive incentives for small term goals on perfect attendance and/or low behavior referrals.		Documentation of attendance for each class.	once	
G6.B2.S1.A1	Teachers will receive training via Webinar to learn how to monitor student progress. Students will receive log-in information and tutorial in core classes. Students will use Reflex in class and at home. Teachers will monitor student progress.	Brown, Wynnette	8/25/2014	Math Coach will check teachers and student progress through administration log-in.	6/5/2015 weekly
G6.B2.S2.A1	All students will take I-Ready diagnostic assessment. Teachers will identify the Tier 3 students according to data. Teachers will pull small groups of pre-identified students during class. Teachers will track progress of students throughout year.		Coach will collect pre-assessment data and progress checkpoints from teachers	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			monthly/ quarterly.		
G6.B2.S3.A1	Enrichment teachers will have Carnegie Training. Enrichment teachers will use the Carnegie Learning Curriculum with fidelity. Enrichment teachers will begin using pre- and post-tests to show growth in students.	Singleton, Shilene	8/25/2014	Pre/Post Assessment Data Students and teachers using the online software and books/resources in classroom.	6/5/2015 weekly
G6.B3.S1.A1	Teachers will meet in PLCs to create differentiated lessons and assessments. Teachers will discuss strategies to group students according to data in order to create leveled assignments.	Brown, Wynnette	8/25/2014	Lesson plans posted each week and cohesiveness of lessons. Walkthroughs of PLC members classes should demonstrate the same content being taught	6/5/2015 weekly
G6.B3.S2.A1	Each teacher needs a copy of Webb's DOK question starters. Copies need to be present during planning and creating lesson plans. Teachers need Webb's DOK question starters posted in room.	Brown, Wynnette	8/25/2014	Teachers will have information posted in room	6/5/2015 quarterly
G7.B1.S1.A1	Ongoing professional development in reading instruction to teachers and support in implementing SRA Corrective program.	Ross, Nkoyo	8/18/2014	Evidence notebooks, lesson plans, professional development, coaches logs, SRA placement tests, data chats	6/5/2015 weekly
G7.B2.S1.A1	All teachers will communicate regularly with the Team Up and Achievers for Life staff to share student data and strategies that can be used. Students will also participate in Saturday School, Push-in tutoring, and morning computer lab.	Ross, Nkoyo	8/28/2014	Evidence notebooks, data chats, lesson plans, coaching cycle	6/5/2015 weekly
G7.B3.S1.A1	Teachers and test administrator will communicate regularly with ESE support facilitators and ensure that students receive accommodations/modifications during classroom instruction and assessment.	Ross, Nkoyo	8/28/2014	Lesson plans, evidence notebooks, data chats	6/5/2015 weekly
G8.B1.S1.A1	Increase comprehension of higher level questions through use of think-write-pair-share, hands-on learning experiences, implementation of Webb's DOK, writing, and accountable talk throughout the lesson.	St. Amand, Claire	8/25/2014	Lesson plans showing evidence of implementation of higher level questions and labs. Student interactive journals of completed labs, cornell notes with higher order questions.	6/5/2015 one-time
G8.B2.S1.A1	Utilize assessment data (curriculum guide assessment data, teacher-assessment data, and informal assessment data) to review deficient skills to work on specific student needs.	St. Amand, Claire	8/25/2014	Lesson plans will reflect differentiation as per the student assessment data (aligned investigation) and progress monitoring data.	6/5/2015 one-time
G8.B3.S1.A1	Implement close reading strategies and 7 habits of good readers	St. Amand, Claire	8/25/2014	Common lesson plans built through PLC planning and student assessment results	6/5/2015 weekly
G8.B3.S2.A1	Increase comprehension of text through implementation of 7 Habits of Good readers and close reading	St. Amand, Claire	8/25/2014	Common lesson plans, interactive journals	6/5/2015 one-time
G9.B1.S1.A1	Science exploration teacher will implement curriculum with fidelity and have students participate in Science Fair January 12-14, 2015.	St. Amand, Claire	8/25/2014	Completed lab investigations, lesson plans, data from assessments	6/5/2015 weekly
G2.B2.S2.A1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B2.S2.A1	Science Exploration will be an enrichment class used for those targeted 45% students.	St. Amand, Claire	8/25/2014	CGA data, as well as, informal and formal assessment data will be evaluated	6/5/2015 one-time
G2.B3.S2.A1	Provide professional development for each Reading and ELA teacher for the use of SRA Corrective Reading.	Ross, Nkoyo	8/18/2014	Lesson Plans, Observations, CGA data	6/5/2015 weekly
G2.B2.S1.A2	Professional development on Socratic Seminars and Novel Studies.	Ross, Nkoyo	9/10/2014		6/5/2015 monthly
G2.B3.S2.A2	Provide professional development for each Reading and ELA, Elective, and PE teacher for the use of Achieve 3000.	Ross, Nkoyo	8/18/2014		6/5/2015 weekly
G1.MA1	Teachers will use data from the baseline as well as teacher generated test using Performance Matters to dissect data in order to target students' deficiencies and differentiate instruction.	Brown, Wynnette	8/25/2014	Teacher will submit progress to coach.	6/5/2015 weekly
G1.B1.S1.MA1	Compare initial assessment data to weekly progress and quarterly progress. If data is not showing progress, teacher will check amount of time students spend on program. Possible speak with student and parents regarding time spent on activities.	Brown, Wynnette	8/25/2014	Students that spend ample time on program will show improvement from beginning to checkpoints.	6/5/2015 weekly
G1.B1.S1.MA1	Track student progress and student acknowledgement in class.	Brown, Wynnette	8/25/2014	Teachers/Math Coaches will print out data after students initial assessment and progress weekly.	6/5/2015 weekly
G1.B2.S1.MA1	Effectiveness of planning and collaboration will be demonstrated through student assessment scores. If high FCAT level students are underperforming, teachers need to use FCAT Achievement Level Descriptions to match their level of class assignments.	Brown, Wynnette	8/25/2014	Assessment data should show high FCAT level students scoring high on assessments. Teachers will bring evidence/examples of leveled assignments and assessment data to planning.	6/5/2015 weekly
G1.B2.S1.MA1	Compare assessment data with student FCAT levels. Assessment data should correlate to FCAT data.	Brown, Wynnette	8/25/2014	Teachers will bring assessment data and evidence/examples of leveled assignments to planning to dissect with PLC and coach.	6/5/2015 annually
G1.B3.S1.MA1	More informed parents and students. Continually updated teacher websites.	Brown, Wynnette	8/25/2014	Updated and working teacher websites with detailed information of class.	6/5/2015 monthly
G1.B3.S1.MA1	Coach will look up teacher's websites to ensure they are updated and current and relevant information for students and parents.	Brown, Wynnette	8/25/2014	Working and updated teacher websites with current information.	6/5/2015 monthly
G1.B1.S2.MA1	Effectiveness of teacher implementation of I-Ready curriculum will yield growth from beginning I-Ready diagnostic and second computer testing. Growth will also be in the students' individual assessments.	Brown, Wynnette	8/25/2014	Teaches will administer the I-Ready assessment again in the winter to show growth of Tier 3 students. Teachers will bring evidence of students' I-Ready class assignments and assessment data to planning to dissect with coach and PLC.	6/5/2015 semiannually
G1.B1.S2.MA1	Teachers will track the progress of their Tier 3 students with the assessment (available online).	Brown, Wynnette	8/25/2014	Teachers will bring progress and data of Tier 3 students to planning to dissect with coach.	6/5/2015 monthly
G1.B2.S2.MA1	Effectiveness of strategy will be monitored during admin/coach class walkthroughs. Teachers should be	Brown, Wynnette	8/25/2014	Lesson plans will show higher order questions, higher order question	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	using planned high order questions throughout lessons.			starters will be posted throughout the classroom.	
G1.B2.S2.MA1	Constant use of Webb's DOK question starters during planning.	Brown, Wynnette	8/25/2014	Coach will see evidence of fidelity of implementation during planning time with PLC.	6/5/2015 daily
G1.B3.S2.MA1	Parents that attend Math Night will ask to complete a survey to determine effectiveness. An increase in parent participation in next event will also determine effectiveness and how valuable to parents.	Brown, Wynnette	8/25/2014	Completed surveys from parents and debrief with team of volunteers to plan for next night.	6/5/2015 one-time
G1.B3.S2.MA1	Coach will meet with volunteers after school in September to discuss expectations, necessary materials, and due dates for Math Night.	Brown, Wynnette	8/25/2014	Collection of due materials and creating subject area tri-folds. Hosting first Math Night.	6/5/2015 one-time
G1.B1.S3.MA1	Comparing the pre and post assessment data will show the effectiveness of the Carnegie Learning curriculum.		Enrichment teachers will bring pre and post test data to planning to review with PLC and coach	once	
G1.B1.S3.MA1	Coaches will be conducting walkthroughs and modeling/co-teaching lessons with Enrichment teachers with the Carnegie Learning curriculum. Enrichment teachers and coaches will plan together each week to ensure usage of correct materials.		Warm-Ups/Exit Tickets and Pre/Post Assessment Data	once	
G2.MA1	Student CGA scores, Achieve 3000 Lexile levels, and SRA Mastery Tests scores will be collected throughout the year to determine progress towards the goal.	Ross, Nkoyo	8/26/2014	Lesson plans, instructional rounds, coaching cycle, evidence notebooks, use of assessment data to monitor student progress and drive instruction	6/5/2015 weekly
G2.B2.S1.MA1	Administration will monitor use and effectiveness of higher order questions in instruction and lesson plans through observations and student data.	Ross, Nkoyo	8/26/2014	Weekly evaluation of lesson plans, coaching cycle, instructional rounds, assessment data used to track student progress and drive instruction.	6/5/2015 daily
G2.B2.S1.MA1	Administration will monitor use of higher order questions in instruction and lesson plans through observations and student data.	Ross, Nkoyo	8/26/2014	Weekly evaluation of lesson plans, coaching cycle, instructional rounds, assessment data used to track student progress and drive instruction.	6/5/2015 daily
G2.B3.S1.MA1	Differentiated instruction, SRA Corrective		Lesson plans, instructional rounds, coaching cycle, evidence notebook, SRA assessments	once	
G2.B3.S1.MA1	Differentiated instruction, SRA Corrective		Lesson plans, instructional rounds, coaching cycle, evidence notebook, SRA assessments	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	[no content entered]			one-time	
G2.B2.S2.MA1	[no content entered]			one-time	
G2.B3.S2.MA1	Administration will continuous monitor the use of the programs and the data that results from their use.	Ross, Nkoyo	8/18/2014	Lesson Plans, Data Notebook, Observational Rounds	6/5/2015 weekly
G2.B3.S2.MA1	Teachers will continue to receive training and in the use of both programs and be monitored continuously.	Ross, Nkoyo	8/18/2014	Lesson Plans, Data Notebook, Observational Rounds	6/5/2015 weekly
G3.MA1	Students achieving proficiency in (Algebra 1 EOC Level 4 & 5) Math will be at or above 80% on the 2014 Algebra 1 EOC.	Brown, Wynnette	8/25/2014	Evidence of notebook journals, lesson plans, data chats, and coaching cycle	6/5/2015 weekly
G3.B1.S1.MA1	Academic Coach and Supervising Administrator will monitor lesson plans and observe classes to ensure teachers are using rigorous questions.	Brown, Wynnette	8/25/2014	Lesson plans and classroom observations	6/5/2015 weekly
G3.B1.S1.MA1	Academic Coach and Supervising Administrator will monitor lesson plans and observe classes to ensure teachers are using rigorous questions.	Brown, Wynnette	8/25/2014	Lesson plans and classroom observations	6/5/2015 one-time
G3.B2.S1.MA1	Compare initial assessment data to weekly progress and quarterly progress. If data is not showing progress, teacher will check amount of time students spend on program. Possible speak with student and parents regarding time spent on activities.	Brown, Wynnette	8/25/2014	Students that spend ample time on program will show improvement from beginning to checkpoints.	6/5/2015 weekly
G3.B2.S1.MA1	Track student progress and student acknowledgement in class. Teachers will monitor student progress of math fluency and acknowledge students' success in the class (use stars).	Brown, Wynnette	8/25/2014	Teachers/Academic Coach will analyze data after students' initial assessment and progress weekly.	6/5/2015 weekly
G3.B2.S2.MA1	Effectiveness of teacher implementation of I-Ready curriculum will yield growth from beginning I-Ready diagnostic and second computer testing. Growth will also be in the students' individual assessments	Brown, Wynnette	8/25/2014	Teachers will administer the I-Ready assessment again in the winter to show growth of Tier 3 students. Teachers will bring evidence of students' I-Ready class assignments and assessment data to planning to dissect with coach and PLC.	6/5/2015 one-time
G3.B2.S2.MA1	Teachers will track the progress of their Tier 3 students with the post test (available online).	Brown, Wynnette	8/25/2014	Teachers will bring progress and data of Tier 3 students to planning to dissect with coach.	6/5/2015 one-time
G4.MA1	Student CGA data, Achieve 3000 Lexile scores, and SRA fluency checks will be reviewed throughout the year to determine progress towards achieving the goal.	Ross, Nkoyo	8/18/2014	Evidence notebooks, lesson plans, data chats, instructional rounds, coaching cycle	8/28/2014 weekly
G4.B1.S1.MA1	Use of SRA Corrective, Achieve 3000 and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies	Ross, Nkoyo	8/18/2014	Evidence notebooks, instructional rounds, coaching cycle, data chats	6/5/2015 weekly
G4.B1.S1.MA1	Constant monitoring of student data, usage reports, lesson plans, and interactive notebooks will be done to ensure that the programs are being used effectively.	Ross, Nkoyo	8/18/2014	Evidence notebooks, instructional rounds, coaching cycle, data chats	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.MA1	Use of accommodations and modifications in classroom instruction and administration of assessments	Ross, Nkoyo	8/18/2014	Lesson plans, instructional rounds, use of assessment to monitor student progress and drive instruction	6/5/2015 weekly
G4.B2.S1.MA1	Teacher lesson plans will be monitored regularly as well as observational walk through will be conducted to ensure that accommodations are being put into place.	Ross, Nkoyo	8/18/2014	Lesson plans, instructional rounds, use of assessment to monitor student progress and drive instruction	6/5/2015 weekly
G4.B3.S1.MA1	Data from CGA's, Achieve 3000, and teacher-made assessments will be used to monitor the effectiveness of the strategies.	Ross, Nkoyo	8/18/2014	Evidence notebooks, instructional rounds, coaching logs, PLC's	6/5/2015 daily
G4.B3.S1.MA1	Monitor use of reading strategies in classrooms.	Ross, Nkoyo	8/18/2014	Evidence notebooks, lesson plans, coaching logs, PLC's, instructional rounds	6/5/2015 daily
G5.MA1	High attendance will improve student learning gains because they are exposed to the content and the opportunity to learn exists when present in class.	Brown, Wynnette	8/25/2014	Compare previous year's attendance and FCAT scores to this year's attendance and FCAT scores.	6/5/2015 annually
G5.B1.S1.MA1	Effectiveness will be demonstrated by students attending school more frequently.	Bloomfield, Rachel	8/25/2014	Correct and complete attendance.	6/5/2015 daily
G5.B1.S1.MA1	Attendance is monitored by guidance and clerical staff.	Bloomfield, Rachel	8/25/2014	Correct attendance taken by teachers. Documentation of contact to parents and guidance regarding attendance issues.	6/5/2015 weekly
G5.B2.S1.MA1	Each quarterly assessment will show growth from baselines. Exit tickets will show daily understanding of chunked material.	Brown, Wynnette	8/25/2014	Student engagement in class observable in observations and walkthroughs. Comparing Baseline data with Quarterly CGAs.	6/5/2015 weekly
G5.B2.S1.MA1	Coaches will be present during planning to monitor teachers planning by chunking like-content together and planning their lessons is two pieces when applicable.	Brown, Wynnette	8/25/2014	Observable in teacher lesson plans, observations, and walkthroughs.	6/5/2015 weekly
G5.B3.S1.MA1	Effectiveness of planning and collaboration will be demonstrated through student assessment scores. If high FCAT level students are underperforming, teachers need to use FCAT Achievement Level Descriptions to match their level of class assignments.	Brown, Wynnette	8/25/2014	Assessment data should show high FCAT level students scoring high on assessments. Teachers will bring evidence/examples of leveled assignments and assessment data to planning.	6/5/2015 one-time
G5.B3.S1.MA1	Compare assessment data with student FCAT levels. Assessment data should correlate to FCAT data.	Brown, Wynnette	8/25/2014	Teachers will bring assessment data and evidence/examples of leveled assignments to planning to dissect with PLC and coach.	6/5/2015 annually
G5.B1.S2.MA1	Effectiveness will be shown by having more students attend class more regularly.	Bloomfield, Rachel	8/25/2014	More recognition in class and quarterly submitted names.	6/5/2015 quarterly
G5.B1.S2.MA1	Long term goal: Teacher continually submits names of students with perfect attendance for each quarter; student gets a ticket for a raffle at the end of the year. Short term goal: Teachers recognize students for perfect attendance monthly with a token/certificate/star/etc.	Bloomfield, Rachel	8/25/2014	Classroom token/certificate/star. Teacher quarterly submits names for end of the year goal.	6/5/2015 quarterly
G5.B2.S2.MA1	Compare baseline data to quarterly CGAs to check for improvements in		Comparison of data between	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	benchmarks. Exit tickets will demonstrate the student learning and engagement through lesson (also using student names and interests).		baseline and CGAs. Student completed examples of exit tickets and assessments.		
G5.B2.S2.MA1	Coach will be frequently be present during planning to ensure PLCs are matching students and interests for the classes. Teachers will submit examples to coach.		Will continue through year. Evidence includes submitting examples of using names and interests. Evident with walkthroughs and observations.	once	
G5.B3.S2.MA1	Effectiveness of strategy will be monitored during admin/coach class walkthroughs. Teachers should be using planned high order questions throughout lessons.	Brown, Wynnette	8/25/2014	Classroom walkthroughs will demonstrate the evidence of creating higher order questions throughout planning.	6/5/2015 weekly
G5.B3.S2.MA1	Constant use of Webb's DOK question starters during planning.	Brown, Wynnette	8/25/2014	Coach will see evidence of fidelity of implementation during planning time with PLC.	6/5/2015 weekly
G5.B2.S3.MA1	Compare Baseline and Quarterly CGA data. Student engagement will increase. Exit tickets can demonstrate how effective the used technology was.		Comparison of baseline and quarterly assessments. Demonstrated through class walkthroughs and observations.	once	
G5.B2.S3.MA1	Teachers are using online resources weekly. Teachers are incorporating technology in each lesson.		Demonstrated with walkthroughs and observations.	once	
G6.MA1	High attendance will improve student learning gains because they are exposed to the content and the opportunity to learn exists when present in class. Compare previous year's attendance and FCAT scores to this year's attendance and FCAT scores.	Brown, Wynnette	8/25/2014	Compare previous year's attendance and FCAT scores to this year's attendance and FCAT scores.	6/5/2015 monthly
G6.B1.S1.MA1	Effectiveness will be demonstrated by students attending school more frequently.	Bloomfield, Rachel	8/25/2014	Correct and complete attendance.	6/5/2015 monthly
G6.B1.S1.MA1	Attendance is checked weekly by guidance and clerical staff.	Bloomfield, Rachel	8/25/2014	Correct attendance taken by teachers. Documentation of contact to parents and guidance regarding attendance issues.	6/5/2015 weekly
G6.B2.S1.MA1	Compare initial assessment data to weekly progress and quarterly progress. If data is not showing progress, teacher will check amount of time students spend on program. Possible speak with student and parents regarding time spent on activities.	Brown, Wynnette	8/25/2014	Students that spend ample time on program will show improvement from beginning to checkpoints.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.MA1	Track student progress and student acknowledgement in class.	Brown, Wynnette	8/25/2014	Teachers/Math Coaches will print out data after students initial assessment and progress weekly.	6/5/2015 weekly
G6.B3.S1.MA1	Effectiveness of planning and collaboration will be demonstrated through student assessment scores. If high FCAT level students are underperforming, teachers need to use FCAT Achievement Level Descriptions to match their level of class assignments.	Brown, Wynnette	8/25/2014	Assessment data should show high FCAT level students scoring high on assessments. Teachers will bring evidence/examples of leveled assignments and assessment data to planning.	6/5/2015 monthly
G6.B3.S1.MA1	Compare assessment data with student FCAT levels. Assessment data should correlate to FCAT data.	Brown, Wynnette	8/25/2014	Teachers will bring assessment data and evidence/examples of leveled assignments to planning to dissect with PLC and coach.	6/5/2015 monthly
G6.B1.S2.MA1	Effectiveness will be shown by having more students attendance class more regularly.		More recognition in class and quarterly submitted names.	once	
G6.B1.S2.MA1	Long term goal:Teacher continually submits names of students with perfect attendance for each quarter; student gets a ticket for a raffle at the end of the year. Short term goal: Teachers recognize students for perfect attendance monthly with a token/certificate/star/etc.		Classroom token/ certificate/star. Teacher quarterly submits names for end of the year goal.	once	
G6.B2.S2.MA1	Effectiveness of teacher implementation of I-Ready curriculum will yield growth from beginning I-Ready diagnostic and second computer testing. Growth will also be in the students' individual assessments.		Teaches will administer the I-Ready assessment again in the winter to show growth of Tier 3 students. Teachers will bring evidence of students' I-Ready class assignments and assessment data to planning to dissect with coach and PLC.	once	
G6.B2.S2.MA1	Teachers will track the progress of their Tier 3 students with the post test (available online).		Teachers will bring progress and data of Tier 3 students to planning to dissect with coach.	once	
G6.B3.S2.MA1	Effectiveness of strategy will be monitored during admin/coach class walkthroughs. Teachers should be using planned high order questions throughout lessons.	Brown, Wynnette	8/25/2014	Classroom walkthroughs will demonstrate the evidence of creating higher order questions throughout planning.	6/5/2015 weekly
G6.B3.S2.MA1	Constant use of Webb's DOK question starters during planning.	Brown, Wynnette	8/25/2014	Coach will see evidence of fidelity of implementation during planning time with PLC.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S3.MA1	Comparing the pre and post assessment data will show the effectiveness of the Carnegie Learning curriculum.	Singleton, Shilene	8/25/2014	Enrichment teachers will bring pre and post test data to planning to review with PLC and coach	6/5/2015 weekly
G6.B2.S3.MA1	Coaches will be conducting walkthroughs and modeling/co-teaching lessons with Enrichment teachers with the Carnegie Learning curriculum. Enrichment teachers and coaches will plan together each week to ensure usage of correct materials.	Singleton, Shilene	8/25/2014	Warm-Ups/Exit Tickets and Pre/Post Assessment Data	6/5/2015 weekly
G7.MA1	CGA data, Achieve 3000 data, and SRA Mastery test scores will be collected to determine progress towards this goal.	Ross, Nkoyo	8/18/2014	Lesson plans, data chats, evidence notebooks, coaching cycle, professional development	6/5/2015 weekly
G7.B1.S1.MA1	Provide constant support for teachers who are teaching the program through weekly PLCs and Professional development.	Ross, Nkoyo	8/11/2014	Lesson plans, evidence notebooks, data chats, coaching cycle	6/5/2015 weekly
G7.B1.S1.MA1	Teacher walkthoroughs, data chats, and observations will be done to ensure the implementation of this program.	Ross, Nkoyo	8/18/2014	Lesson plans, evidence notebooks, data chats, coaching cycle	6/5/2015 weekly
G7.B2.S1.MA1	Teachers will collaborate to create common goals and data to determine the effectiveness of the programs.	Ross, Nkoyo	8/18/2014	Evidence notebooks, data chats, lesson plans, coaching cycle	6/5/2015 weekly
G7.B2.S1.MA1	Student will participate in data chats with their teachers and support staff from Team Up.	Ross, Nkoyo	8/28/2014	Evidence notebooks, data chats, lesson plans, coaching cycle, Team Up notebooks	6/5/2015 weekly
G7.B3.S1.MA1	Data will be collected to monitor the use of accommodations in class and on assessments.	Ross, Nkoyo	8/28/2014	Lesson plans, evidence notebooks, data chats	6/5/2015 weekly
G7.B3.S1.MA1	Teachers and test administrator will communicate regularly with ESE support facilitators and ensure that students receive accommodations/modifications during classroom instruction and assessment.	Ross, Nkoyo	8/11/2014	Lesson plans, evidence notebooks, data chats	8/18/2014 weekly
G8.MA1	CGA data, teacher-made assessment data, Cornell notes check, exit tickets, lab work	St. Amand, Claire	8/25/2014	Lesson plans will be reviewed and should show how data is driving the instruction, CGA data and teacher made assessment data (progress monitoring data)	6/5/2015 monthly
G8.B1.S1.MA1	Monitor implementation through observation, review of lesson plans, and PLC meetings.	St. Amand, Claire	8/25/2014	Lesson plans showing evidence of implementation of higher level questions and labs. Student interactive journals of completed labs, cornell notes with higher order questions.	6/5/2015 weekly
G8.B1.S1.MA1	Monitor lesson plans and observe classrooms	St. Amand, Claire	8/25/2014	Lesson plans showing evidence of implementation of higher level questions and labs. Student interactive journals of completed labs, cornell notes with higher order questions.	6/5/2015 weekly
G8.B2.S1.MA1	Review data from aligned investigations	St. Amand, Claire	8/25/2014	Check for understanding assessment (exit ticket, etc) data, progress monitoring data	6/5/2015 monthly
G8.B2.S1.MA1	Review deficient skills through use of Aligned Investigations	St. Amand, Claire	8/25/2014	Lesson plans showing aligned investigations and data showing deficient skills (progress monitoring data)	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B3.S1.MA1	Common Lesson Plans and student data	St. Amand, Claire	8/25/2014	Increased student data and an increase in Achieve 3000 scores.	6/5/2015 monthly
G8.B3.S1.MA1	Common Lesson Plans should show implementation of close reading and 7 habits		8/25/2014	interactive journals, lesson plans, exit tickets	6/5/2015 weekly
G8.B3.S2.MA1	Increase comprehension of text through operational and content vocabulary by students taking Cornell notes	St. Amand, Claire	8/25/2014	Common lesson plans, word walls, student interactive journals	6/5/2015 weekly
G8.B3.S2.MA1	Students will take Cornell notes through the guidance of their teachers	St. Amand, Claire	8/25/2014	Common lesson plans, interactive journals	6/5/2015 weekly
G8.B2.S2.MA1	Classroom observations, data chats	St. Amand, Claire	8/25/2014	Completed lesson plans, common planning log, student interactive journals, lab template complete	6/5/2015 one-time
G8.B2.S2.MA1	Science exploration teacher will meet with and plan with the 8th grade teachers during common planning.		8/25/2014	Lesson plans, student artifacts, data	6/5/2015 one-time
G9.MA1	Student CGA data, teacher made assessment data, exit tickets will be used to monitor	St. Amand, Claire	8/25/2014	Student data, common planning, lesson plans	6/5/2015 one-time
G9.B1.S1.MA1	Data will be reviewed regularly, as well as, observations conducted, participation with 8th grade PLC	St. Amand, Claire	8/25/2014	Lesson plans, student data, student interactive journals	6/5/2015 weekly
G9.B1.S1.MA1	District Science specialist and administrator will meet with teacher regularly during common planning to make sure curriculum is being implemented.	St. Amand, Claire	8/25/2014	Lesson plans, assessment data	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students achieving proficiency (FSA Level 3) in Math will be at or above 59% on the 2015 Florida State Assessment.

G1.B1 Lack of prior knowledge and basic skills prevents students' success.

G1.B1.S1 Implement Digits with fidelity and utilize readiness assessments to remediate students' math fluency.

PD Opportunity 1

Teachers will receive Professional Development from the school based and District Math Specialist on monitoring students progress through Performance Matters. Students will receive log-in information and tutorial in core classes. Students will use Pearson Realize in class and at home. Teachers will monitor student progress.

Facilitator

Brown and district specialist

Participants

Math teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G1.B3 Lack of parent knowledge of resources and math content.

G1.B3.S1 Teachers will update their websites at the beginning of each unit.

PD Opportunity 1

Teacher websites will be updated at the beginning of each unit. Teachers websites will include upcoming content and/or tutorials, homelearning assignments, and upcoming important dates.

Facilitator

Brown

Participants

Math teachers

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G2. Increase student achievement in Reading Proficiency on the 2015 state assessment.

G2.B2 Teachers asking low-level questions that do not increase rigor for students

G2.B2.S1 Use Webb's DOK for rigorous questioning and lesson plans. Follow district provided curriculum guides for all classes.

PD Opportunity 1

Professional development on Higher Order Questioning strategies.

Facilitator

N. Ross, K. Campbell, C. St. Amand, W. Brown, T. Townsend

Participants

All Content Teachers

Schedule

Monthly, from 9/10/2014 to 6/5/2015

PD Opportunity 2

Professional development on Socratic Seminars and Novel Studies.

Facilitator

N. Ross, K. Campbell, C. St. Amand, W. Brown, T. Townsend

Participants

All Content Teachers

Schedule

Monthly, from 9/10/2014 to 6/5/2015

G2.B3 Lack of proficiency in reading foundations

G2.B3.S2 Implement Achieve 3000 to increase student's lexile levels.

PD Opportunity 1

Provide professional development for each Reading and ELA teacher for the use of SRA Corrective Reading.

Facilitator

N. Ross, K. Campbell

Participants

All Reading and ELA teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Provide professional development for each Reading and ELA, Elective, and PE teacher for the use of Achieve 3000.

Facilitator

N. Ross, K. Campbell

Participants

All Reading, ELA, Elective, and PE teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3. Students achieving proficiency in (Algebra 1 EOC Level 4 & 5) Math will be at or above 80% on the 2015 Algebra 1 EOC.

G3.B2 Students lack of prior knowledge and basic skills prevents students' success.

G3.B2.S1 Implement Digits/I-Ready curriculum in classes to provide remediation to increase students' math fluency.

PD Opportunity 1

Teachers has received iReady training. Students will receive log-in information and tutorial in core classes. Students will use iReady in class and at home. Teachers will monitor student progress.

Facilitator

Brown and district specialist

Participants

Reflex/Digits teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G3.B2.S2 Teachers will use I-Ready Curriculum to diagnose and prescribe instruction to Tier 3 students.

PD Opportunity 1

All students will take I-Ready diagnostic assessment. Teachers will identify the Tier 3 students according to data. Teachers will pull small groups of pre-identified students during class.

Facilitator

Brown and district specialist

Participants

Math teachers giving I-Ready

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G4. Increase the amount of students making learning gains in reading on the 2015 state assessment

G4.B1 Large number of students reading below grade level

G4.B1.S1 Use of SRA Corrective, Achieve 3000, and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies

PD Opportunity 1

Use of SRA Corrective, Achieve 3000 and CGA's used to monitor student progress and drive instruction, Cornell Notes and school-wide AVID strategies

Facilitator

N. Ross

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G4.B3 Teacher knowledge base of effective reading strategies for adolescents

G4.B3.S1 Provide ongoing professional development to teachers and use coaching cycle to model and support effective reading instruction

PD Opportunity 1

Weekly professional development and coaching cycle, district Reading Endorsement classes

Facilitator

N. Ross, K. Campbell

Participants

All teachers

Schedule

On 6/5/2015

G5. The percentage of students making Learning Gains in Mathematics will be at or above 65% on the 2015 Florida State Assessment.

G5.B2 Lack of student focus and interest level in class.

G5.B2.S1 Chunk material in class.

PD Opportunity 1

Continual use of district-created curriculum guides and lesson guides. Collaborative planning with PLCs to plan lessons and activities.

Facilitator

Brown

Participants

Math teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G6. The percentage of students in the Lowest 25% making learning gains in Mathematics will be at or above 59% on the 2015 FSA.

G6.B2 Lack of prior knowledge and basic skills prevents students' success.

G6.B2.S3 Enrichment teachers will implement Carnegie Learning and the online software to bridge gaps between NGSSS and CCSS. Saturday School, push-in tutoring, and morning lab will implement the technology as well.

PD Opportunity 1

Enrichment teachers will have Carnegie Training. Enrichment teachers will use the Carnegie Learning Curriculum with fidelity. Enrichment teachers will begin using pre- and post-tests to show growth in students.

Facilitator

Brown and district specialist

Participants

Math teachers implementing Carnegie

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G7. The percentage of students in the lowest 25% making learning gains in Reading will increase.

G7.B1 Students are missing the foundations for reading proficiency

G7.B1.S1 Provide ongoing professional development in reading instruction to teachers and support in implementing SRA Corrective program.

PD Opportunity 1

Ongoing professional development in reading instruction to teachers and support in implementing SRA Corrective program.

Facilitator

K. Campbell. N. Ross

Participants

All ELA and Reading Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G8. Students achieving proficiency (FCAT Level 3) in Science will be at or above 36% on the 2015 FCAT.

G8.B1 Students experiencing difficulties with higher order questioning.

G8.B1.S1 Teachers will incorporate a variety of strategies to increase the level of rigor during lesson delivery- think-write-pair-shair, accountable talk, Webb's Depth of Knowledge question stems, writing, and hands-on learning experiences.

PD Opportunity 1

Increase comprehension of higher level questions through use of think-write-pair-share, hands-on learning experiences, implementation of Webb's DOK, writing, and accountable talk throughout the lesson.

Facilitator

St. Amand/ Sanders

Participants

Science department

Schedule

On 6/5/2015

G8.B2 Students missing key science concepts from previous grade levels.

G8.B2.S1 Teacher will review deficient skills through the use of aligned investigations.

PD Opportunity 1

Utilize assessment data (curriculum guide assessment data, teacher-assessment data, and informal assessment data) to review deficient skills to work on specific student needs.

Facilitator

St. Amand/ Sanders

Participants

Science Department

Schedule

On 6/5/2015

G8.B3 Low reading ability and difficulties with comprehension of text

G8.B3.S1 Science teachers will integrate reading through the content by using close reading strategies and 7 habits of good readers

PD Opportunity 1

Implement close reading strategies and 7 habits of good readers

Facilitator

Campbell/ Ross/ St. Amand

Participants

Science department

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G8.B3.S2 Teachers will utilize interactive journals to assist with comprehension of text through Cornell Notes

PD Opportunity 1

Increase comprehension of text through implementation of 7 Habits of Good readers and close reading

Facilitator

Ross/ Campbell/ St. Amand

Participants

Science Department

Schedule

On 6/5/2015

G9. Students achieving proficiency (FCAT Level 4 and 5) in Science will be at or above 9% on the 2015 FCAT.

G9.B1 Students lack real world experiences and show weakness in life and environmental science

G9.B1.S1 Science exploration teacher will implement curriculum including hands-on activities to provide additional real world experiences, as well as, additional support in life and environmental science. Students will also participate in Science Fair.

PD Opportunity 1

Science exploration teacher will implement curriculum with fidelity and have students participate in Science Fair January 12-14, 2015.

Facilitator

Sanders/Jones/ St. Amand

Participants

Science Exploration teacher

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 6: The percentage of students in the Lowest 25% making learning gains in Mathematics will be at or above 59% on the 2015 FSA.	9,068
Goal 7: The percentage of students in the lowest 25% making learning gains in Reading will increase.	9,068
Goal 9: Students achieving proficiency (FCAT Level 4 and 5) in Science will be at or above 9% on the 2015 FCAT.	4,396
Grand Total	22,532

Goal 6: The percentage of students in the Lowest 25% making learning gains in Mathematics will be at or above 59% on the 2015 FSA.

Description	Source	Total
B2.S3.A1 - Saturday School	Other	3,408
B2.S3.A1 - Push-in tutoring	Other	3,687
B2.S3.A1 - Morning Lab	Other	1,973
Total Goal 6		9,068

Goal 7: The percentage of students in the lowest 25% making learning gains in Reading will increase.

Description	Source	Total
B2.S1.A1 - Saturday School	Other	3,408
B2.S1.A1 - Push-in tutoring	Other	3,687
B2.S1.A1 - Morning Lab	Other	1,973
Total Goal 7		9,068

Goal 9: Students achieving proficiency (FCAT Level 4 and 5) in Science will be at or above 9% on the 2015 FCAT.

Description	Source	Total
B1.S1.A1 - Science Exploration Instructional Materials	General Fund	4,396
Total Goal 9		4,396