Jean Ribault Middle School

2014-15 School Improvement Plan

Jean Ribault Middle School

3610 RIBAULT SCENIC DR, Jacksonville, FL 32208

http://www.duvalschools.org/rms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	74%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 exceptional educational opportunities for every student, everyday.

Provide the school's vision statement

All students are motivated to capitalize on every learning opportunity
that will prepare them for college or career readiness.

School Environment

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

Students are given multiple surveys throughout the year that allow them to discuss the climate and culture within the school environment. Teachers also administer learning style surveys and writing prompts that ask for students interests and personal stories that can be used to connect to differentiated instruction within the class. There are various activities and athletics that students can become involved in that are sponsored by teachers which build relationships between students and teachers.

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

Before school, City Year core members and staff welcome students as they enter the school. All students are greeted at the beginning of each class by staff members while standing at their doors. In between classes, each teacher greets each students at the door to welcome them to class and encourages students for a good class experience. After school, students are escorted to exit gates and supervision is provided at bus loading and car rider zones by teachers, security and administrators. Students have opportunities to excel in their coursework with after-school tutoring and Team-Up that is provided by teachers and CIS.

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

The school-wide behavioral system being used is CHAMPS and reinforced with the use of Positive Behavior Intervention and Supports (PBIS). In using this model, students have structured expectations for behavior within the classroom and common areas. Students are provided positive feedback and rewards for conduct and aligns with or exceeds school and classroom expectations. Protocols for disciplinary incidents are aligned and closely follow procedures established in the district code of student conduct. Restorative Justice is utilized as an educational tool for students through the use of peer mediation and students accountability to emphasize the importance of healthy school climate. Personnel trainings are developed by the school leadership team and administered through Early Dismissal day trainings.

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

Students social-emotional needs are addressed through various measures aimed at providing counseling, mentoring and services that ensure student success. The office of student services works closely with our school guidance department to provide students with the necessary requisites for achievement. Guidance counselors are available to meet with students to deal with school related and home issues that may be affecting school performances through one-on-one session and referrals to outside agencies. Trainings on topics such as conflict prevention and resolution, impulse control, and development of student interpersonal skills.

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

Early Warning system involves Guidance Counselors and Administrators review the following indicators quarterly: attendance via Oncourse, Discipline via Genesis, and review progress and core courses via progress reports and report cards, and CGA and FCAT data.

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	8	11	6	25
One or more suspensions	49	51	27	127
Course failure in ELA or Math	7	7	2	16
Level 1 on statewide assessment	84	102	111	297

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	51	42	27	120

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

The school employed several interventions to improve the academic performance of students target as early Warning students such as:
-holding conferences quarterly with the designated guidance counselor;
-referral for wrap-around services (when applicable);
-administrators and/or Dean meeting with parents after 1st suspension and students placed on behavior contracts prior to returning to class;
-mentors requested and assigned for students through Achievers For Life program;
-teachers, administrators, academic coaches, counselors, and district specialist held data chats with students; and
-incentives were given for participation/attendance in tutoring

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?

No

PIP Link

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

Description

We will increase parent involvement activities by 50% by offering monthly parent events during varying times in order to attract all parents.
We will solicit feedback from parents regarding activities they would be interested in happening at JRMS.
We will offer interactive tutorials to parents who are unfamiliar with Gradeportal, teacher and school websites.
We will communicate classroom and school news to parents via JRMS website, parent link, Robcalls and flyers.

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

We will increase partnerships with varies businesses and organizations by asking them to mentor, volunteer and sponsor school events and activities.

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
Maxey, Angela	Principal
Harvey, Latisha	Assistant Principal
Kane, Rick	Assistant Principal
Thorpe, Roscoe	Dean
Jones, Seanta	Guidance Counselor
Clayton, Deidra	Guidance Counselor
Branch, Joi	Instructional Coach
Moore, Vernita	Instructional Coach
Pickford, Victoria	Teacher, ESE
Baker-Madden, Jamia	Instructional Coach

Duties

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

Principal: Angela Maxey
Assistant Principal: Rick Kane
Assistant Principal: Latisha Harvey
Assistant Principal (intern): Jovana Hackman
Dean of Students: Roscoe Thorpe
Math Coach: Jamia Baker-Madden
Science Coach: Vernita Moore
Reading Coach: Joi Branch
ESE Lead Teacher/MTSS Facilitator: Victoria Pickford
School Counselor/MTSS : Seanta Jones, Deidra Clayton
Testing Coordinator/Technology Coordinator: Christina Washington
The school team meets biweekly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the MTSS process. The operating structures include current building leadership teams, professional learning communities, and content based teams. For the most intensive interventions the MTSS leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the guidance team who will make the determination if the student's data supports a meeting with the MRT team.
Principal Angela Maxey provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; conducts assessments MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities. Provides information about school wide and class wide behavior curriculum and instruction, participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement instructional interventions. Develop, leads and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provides early intervening services for children to be considered "at risk"; assists in the deign and implementation for progress monitoring, data supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
Assistant Principals: Rick Kane, Latisha Harvey, Jovana Hackman provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; conducts assessments MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities. Provides information about school wide and class wide behavior curriculum and instruction, participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement instructional interventions. Develop, leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provides early intervening services for children to be considered "at risk"; assists in the deign and implementation for progress monitoring, data supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
Dean of Students: Roscoe Thorpe-Provide information in school wide and class wide behavior curriculum and instruction; participates in behavioral data collection, provides professional development principles of foundations to faculty and staff; and collaborates with staff to implement

behavioral interventions.

ESE Lead Teacher: Victoria Pickford-participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2, 3 instruction ; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Guidance: Seanta Jones, Deidra Clayton-participates on leadership team, MRT and MTSS teams acts as liaison for implementation of MRT and MTSS at the school level; receives ongoing training and delivers information to school; provides direct intervention services to an identified group of students and tracks students progress, guides school in using data to make decisions about interventions and strategies that support students. Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; credit checks, student scheduling, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of students behavior.

Academic Coaches: Jamia Baker-Madden, Vernita Moore, Joi Branch-Academic coaches coordinate the school's department staff development; facilitate onsite professional development sessions; serving as a member of the school's leadership team; providing model lessons for teachers, assisting teachers in securing resources for carrying out school improvement plans; monitoring teaching practices; and facilitating continuous assessments of student progress.

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

Tier 1 interventions are designed for every student in the general curriculum. Best practices are aligned with students data to drive instruction and professional development. Teachers use differentiated instruction to increase student understanding. Differentiated professional development is implementing during common planning and early dismissal Wednesday, and them monitored to ensure that the specific outcomes are being implemented in the classroom with students.

The Tier 2 supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and or the school support staff. Following data analysis, instructional strategies are created during common planning by content area teachers and school based coaches. Small group instruction is then facilitated by the teacher. Data is monitored to determined the level of success. The Tier 3 supports are individualized and occur throughout the year. Tier 3 individual education is data based using various data sources which include but are not limited to: State assessments data, district assessments, student GPA, discipline data, and attendance data.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Siotis Jackson	Business/Community
Yvette Pettiford	Education Support Employee
Tamiya Dorsey	Student
Stephanie Olds	Parent
Angela Maxey	Principal
Jamia Baker-Madden	Teacher

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

SAC had the opportunity to review and offer recommendations prior to the submission of the School Improvement Plan.

Development of this school improvement plan

Siottis Jackson, SAC Chair, attended the District's School Improvement Plan training with the school's administration. This training provided on the development for the SIP and allowed SAC chair the opportunity to assist in the development of plan.

Preparation of the school's annual budget and plan

Principal Maxey and Siottis Jackson, SAC Chair met to discuss school's budget and staff allocation plan.

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

The SAC did not use any School Improvement funds during the 2013-2014 school year. The Chair will ensure there are dedicated members during the 2014-2015 school year for quorum and voting compliance.

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
Branch, Joi	Instructional Coach
Moore, Vernita	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is compromised of someone from each discipline represented on campus as well as representation from administration. The LLT will promote literacy throughout the school by leading the faculty in monthly reading and writing strategies that can be utilized in all classrooms. The LLT will also promote reading initiatives such as the 25 Book Challenge and Literacy Week which will involve a Parent Literacy Night and Character Dress Up Day to get students involved in the reading process outside of the classroom. The LLT will also be responsible for rewarding students quarterly who meet reading goals both in and outside of the classroom.

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

School wide strategy for encouraging positive working relationships with teachers is participation in Professional Learning Communities/Common Planning with their content. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the common planning on students' academic needs, lesson planning, student assessments and professional development. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Recruitment of highly qualified instructional personnel from Teach for America and Quality Education for All teachers.
Panel interviews and intensive reference checks for approved applicants.

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

All first year teachers are participating in the MINT program is the School District of Duval County Public Schools formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. MINT participants will meet bi-weekly for professional development.
MINT the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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

Our school provides weekly professional development opportunities to teachers which provide support in identifying and implementing best practices in the classroom, unpacking benchmarks and analyzing data in order to guide instruction and helping them "unpack" the Common Core and Florida Standards. Through the use of daily common planning, teachers collaborate in order to develop instructional plans that are aligned to district expectations, Common Core and state standards. Through the instructional planning process, teachers are able to collaborate together to embed reading and writing across the curriculum. Through these practices, teachers are able to participate in conversations that promote growth in instructional practice and understanding the curriculum.

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 ensures every teacher contributes to literacy improvement of every student by:
-Holding meetings on a regular basis to make decisions about literacy instruction in the school (LLT). Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
-Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
-Creating a schedule with an uninterrupted 90 minute reading block
-Providing iii instruction based on student needs
-Providing instruction aligned with the Language Arts Florida Standards for their grade level
-Providing resources to support instruction (extensive classroom libraries, texts to support units of study)
-Administering assessments which measure instructed standards

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: After School Program

Minutes added to school year: 27,000

Our after school program provides a safe environment where students are encouraged and motivated to succeed in both their academic and enrichment activities. The program takes place after school and serves 160 students at our school; Monday through Friday for three hours each day. The program focuses on six core areas – academics (1.5 hour), sports and recreation, life skills, cultural enrichment, parental involvement and community service (2.5 hour).

Strategy Rationale

Is to increase student proficiency and to maintain and increase student promotion rate

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State and district assessments. Student grades.

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

6th grade students who struggle with attendance and academics are placed in a 6th grade transiition couse which was designed by the district. This course is designed to assist students with study, life and social skills with hopes of becoming a better academic student.
7th grade students are participating in the school based AVID program which entails Cornell Note taking, WICOR, and organization skills.
8th grade students participate in Parent Night with local High School programs. These programs discuss various entities that these students will embark upon as they matriculate into the high school arena.

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

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

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

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 Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Implement a school-wide positive behavior system to ensure that the school environment is safe and civil.

G2.   All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies (WICOR) and aligning instruction to the Common Core and NGSSS benchmarks and complexity.

G3.   Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers.

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. Implement a school-wide positive behavior system to ensure that the school environment is safe and civil. 1a

G039591

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- District Safe and Civil Schools Plan

Targeted Barriers to Achieving the Goal 3

- Lack of consequences for following school rituals and routines.

Plan to Monitor Progress Toward G1. 8

Discipline reports for 2.01, 2.05, 3.15 and 3.26

Person Responsible

Schedule

Evidence of Completion

Data Reports; Reduced numbers in Student code of conduct violations

G2. All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies (WICOR) and aligning instruction to the Common Core and NGSSS benchmarks and complexity. `1a`

🔑 G039592

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - African American	53.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal `2`

- Academic Coaches
- Administrative Support
- Progress Monitoring Assessments
- Professional Development
- Common Planning
- Saturday School
- Team-Up
- AVID
- Substitute Budget Professional Development

Targeted Barriers to Achieving the Goal `3`

- Lack of student engagement.
- Lack of differentiated instruction and rigor

Plan to Monitor Progress Toward G2. `8`

All teachers will implement effective instruction aligned to the Common Core Standards and NGSSS benchmarks that show evidence of high student engagement and higher order questioning via AVID (WICOR).

Person Responsible

Schedule

Evidence of Completion

Student data increase on CGA's, Bi- Weekly Assessments, FCAT 2.0 Science 2015,Common Core Assessments

G3. Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers. 1a

🔑 G039593

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	54.0

Resources Available to Support the Goal 2

- District Curriculum Guides
- Curriculum Guide Data
- Write to Learn
- Additional learning opportunities: Saturday School, Tutoring, Team Up
- Two School Based and District Coaches
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Novice Teachers
- Lack of Classroom Management
- Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson
- Teachers lack of Data Driven Lessons
- First year teaching Common Core

Plan to Monitor Progress Toward G3. 8

CG data, lesson plans, and implementation of literacy and writing strategies

Person Responsible

Schedule

Evidence of Completion
Student work, interactive journals, and Achieve 3000 usage reports; increase in students' reading and writing performance on interval district assessments

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. Implement a school-wide positive behavior system to ensure that the school environment is safe and civil. 1

🔑 G039591

G1.B1 Lack of consequences for following school rituals and routines. 2

🔑 B095570

G1.B1.S1 Train teachers and students on the "Walk and Talk" procedures 4

🔑 S106724

Strategy Rationale

Action Step 1 5

Walk and Talk Procedures

Person Responsible

Schedule

Evidence of Completion

Positive Referral; Pre Planning Agenda; Discipline Data Report

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

Common Area and classroom behavior

Person Responsible

Schedule

Evidence of Completion

Incentive plan for rewarding Positive Behavior,

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

Effectiveness of PBS

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

> PBS Incentives; Positive Referral Count; Discipline Data Reports

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

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

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

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

G2. All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies (WICOR) and aligning instruction to the Common Core and NGSSS benchmarks and complexity. 1

G039592

G2.B2 Lack of student engagement. 2

B095572

G2.B2.S1 Design and deliver Professional Development in the components of quality instruction, AVID (WICOR) and strategies that will increase student engagement and total participation by students. 4

S106726

Strategy Rationale

Professional development is needed to introduce and review school-wide and district initiatives with faculty and staff members.

Action Step 1 5

Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).

Person Responsible

Schedule

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

Analysis of Exit tickets, progress monitoring of student growth from assessment data; CGA, Bi-Weekly Assessments and State assessments

G2.B2.S2 Design and implement ongoing support for teachers through weekly Common Planning. `4`

🔍 S106727

Strategy Rationale

Continuous support and modeling of engagement strategies through PD will allow teachers to identify best practices that can be implemented in the classroom.

Action Step 1 `5`

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

Person Responsible

Schedule

Evidence of Completion

Common Planning Norm template, agenda

Action Step 2 `5`

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

Person Responsible

Schedule

Evidence of Completion

Minutes, agendas, sign-in sheets, logs

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

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

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

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

G2.B2.S3 Implementation of coaching cycle which would include planning, modeling, and co-teaching with explicit feedback. `4`

🔑 S106728

Strategy Rationale

Coaching Cycles will allow teachers to receive one on one coaching on how to implement the best practices that have been identified and/or shared during PD.

Action Step 1 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

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

Person Responsible

Schedule

Evidence of Completion

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

G2.B2.S4 Establishing a Model Classroom 4

🔧 S106729

Strategy Rationale

A model classroom will allow teachers the opportunity to see a fellow colleague using the identified strategies within their classroom.

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Observation forms, lesson plans

Action Step 2 5

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

Person Responsible

Schedule

Evidence of Completion

Observation Forms

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Establish a Model Classroom and schedule of observations.

Person Responsible

Schedule

Evidence of Completion

Teacher observation logs, classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Establish a Model Classroom and schedule of observations.

> **Person Responsible**

> **Schedule**

> ***Evidence of Completion***

> Teacher observation logs, classroom walkthroughs

G2.B3 Lack of differentiated instruction and rigor `2`

🔑 B095573

G2.B3.S1 Collect student and observation data to prioritize and select teachers for implementation of coaching cycle. `4`

🔑 S106730

> **Strategy Rationale**

Action Step 1 `5`

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

> **Person Responsible**

> **Schedule**

> ***Evidence of Completion***

> Coaches logs, Feedback form

Action Step 2 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 3 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

Curriculum Guide Assessments, Bi- Weekly Assessments and FCAT 2.0 Science 2015, Common Core Assessments

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G2.B3.S4 Provide least restrictive environment for students with disabilities `4`

🔑 S106733

Strategy Rationale

Action Step 1 `5`

Least restrictive environment

Person Responsible

Schedule

Evidence of Completion

Scheduling; IEPs; CGA data; lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S4 `6`

Least Restrictive Environment

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 `7`

Person Responsible

Schedule

Evidence of Completion

G3. Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers. 1

🔑 G039593

G3.B3 Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson 2

🔑 B095578

G3.B3.S1 Collect student and observation data to prioritize and select teacher for implementation of Coaching cycle 4

🔑 S106736

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Schedule

Evidence of Completion

Agenda, sign-in sheets and data analysis sheets.

Action Step 3 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 4 `5`

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

Person Responsible

Schedule

Evidence of Completion

Agenda, sign-in sheets and data analysis sheets.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

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

Person Responsible

Schedule

Evidence of Completion

Formal and Informal observations and feedback forms.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

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

Person Responsible

Schedule

Evidence of Completion

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

G3.B3.S2 Implementation of lesson study with specific grade level teachers; invite admin 4

S106737

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Lesson plans, walk-throughs and observations

Action Step 2 5

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

Person Responsible

Schedule

Evidence of Completion

Reflections guide, lesson plans and observations of implementation

Action Step 3 5

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

Person Responsible

Schedule

Evidence of Completion

Lesson plans, walk-throughs and observations

Action Step 4 5

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

Person Responsible

Schedule

Evidence of Completion

Reflections guide, lesson plans and observations of implementation

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

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

Person Responsible

Schedule

Evidence of Completion

Formal and informal observations and feedback forms.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

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

Person Responsible

Schedule

Evidence of Completion

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

G3.B3.S3 Curriculum, student engagement, Differentiated Instruction and Rigor professional development `4`

🔍 S106738

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Schedule

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

Evidence of Completion

Lesson plans, Walk-throughs and Coaches Logs

Plan to Monitor Fidelity of Implementation of G3.B3.S3 `6`

Curriculum, student engagement, Differentiated Instruction and Rigor professional development

Person Responsible

Schedule

Evidence of Completion

Formal and informal observations and feedback forms.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 `7`

Professional Development, lesson plans and student engagement during lessons

Person Responsible

Schedule

Evidence of Completion

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

G3.B4 Teachers lack of Data Driven Lessons `2`

🔑 B095579

G3.B4.S1 Design and deliver PD for data retrieval from Performance Matters `4`

🔑 S106739

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Schedule

Evidence of Completion

Completion of "Tracking my own progress" forms

Action Step 2 `5`

Design and deliver PD for data retrieval from Performance Matters

Person Responsible

Schedule

Evidence of Completion

agenda, minutes

Action Step 3 `5`

Coaches and Teachers collaboratively complete and discuss the data reflection guide

Person Responsible

Schedule

Evidence of Completion

Data reflection guide

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

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

Person Responsible

Schedule

Evidence of Completion

CAST, data binder and walkthroughs

G3.B4.S2 Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps `4`

🔑 S106740

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Schedule

Evidence of Completion

Lesson plans, coaching logs, and observations

Action Step 2 `5`

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

Person Responsible

Schedule

Evidence of Completion

Student/Teacher Data Chats, agenda, minutes

Action Step 3 `5`

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

Person Responsible

Schedule

Evidence of Completion

Curriculum Calendar

Plan to Monitor Fidelity of Implementation of G3.B4.S2 `6`

Teachers will analyze and interpret data into actionable tables.

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 `7`

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

Person Responsible

Schedule

Evidence of Completion

CAST, data binders, PD agendas and walkthroughs.

G3.B4.S3 Implement ongoing common planning with data driven planning as a focus `4`

🔑 S106741

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B4.S3 `6`

Teacher are planning lessons that are data driven

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and Observations

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 `7`

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

Person Responsible

Schedule

Evidence of Completion

CAST, Common Planning agendas, lesson plans, student assessments

G3.B4.S4 Provide Data Trackers and Data Expectations for Teacher Made Assessments (Exit Tickets)
4

🔑 S106742

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Common Planning forms, student examples of exit tickets

Action Step 2 5

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Schedule

Evidence of Completion

data trackers, lesson plans, agenda, minutes

Plan to Monitor Fidelity of Implementation of G3.B4.S4 `6`

Monitor student learning through the use of data trackers

Person Responsible

Schedule

Evidence of Completion

Data Trackers and Exit Tickets

Plan to Monitor Effectiveness of Implementation of G3.B4.S4 `7`

Monitor data trackers and ensure teachers are using with fidelity.

Person Responsible

Schedule

Evidence of Completion

CAST, lesson plans, student assessments and walkthroughs.

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	Walk and Talk Procedures		Positive Referral; Pre Planning Agenda; Discipline Data Report	once	
G2.B2.S1.A1	Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).		PD calendar, materials, agenda, sign-in sheets, exit tickets	one-time	
G2.B2.S2.A1	Establish guidelines to facilitate Common Planning, establish norms and protocol.		Common Planning Norm template, agenda	one-time	
G2.B2.S3.A1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, student engagement, higher		Calendar, schedule, Data collection instruments, coach's logs	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	order questions, instruction aligned to benchmarks, use of AVID WICOR strategies, and differentiated instruction.				
G2.B2.S4.A1	Based on observations, select and support model teachers through the implementation by co-teaching, coaching, debriefing, and assisting with materials and lesson planning.		Observation forms, lesson plans	one-time	
G2.B3.S1.A1	Collaboratively identify the needs of the teacher, via student progress monitoring and observation data.		Coaches logs, Feedback form	one-time	
G2.B3.S4.A1	Least restrictive environment		Scheduling; IEPs; CGA data; lesson plans	one-time	
G3.B3.S1.A1	Collaboratively, identify the needs of the teacher via progress monitoring data		Coaches' logs, informal and formal observations forms and Coaches feedback form.	once	
G3.B3.S2.A1	Identify the lesson study focus based on the need of the department.		Lesson plans, walk-throughs and observations	one-time	
G3.B3.S3.A1	Begin incorporating rigor based on Costa Level of Questioning into lessons and it is reflected into daily lesson plans		9/10/2014	Lesson plans, Walk-throughs and Coaches Logs	6/5/2015 daily
G3.B4.S1.A1	Teachers will prepare the student data chat form and hold data chats with each student		Completion of "Tracking my own progress" forms	one-time	
G3.B4.S2.A1	Teachers will implement their plan for mini lessons, RTI, and DI. Coaches will monitor plan for implementation and assist in small groups		Lesson plans, coaching logs, and observations	once	
G3.B4.S3.A1	Model Common Planning among math teachers with an emphasized focus on planning based on data		Student/ Teacher Data Chats, agenda, minutes, lesson plans	once	
G3.B4.S4.A1	Planning to have common exit tickets among teachers to ensure validity of data when comparing data. Bringing student examples of exit tickets to assess student understanding, knowledge, and misconceptions.		Common Planning forms, student examples of exit tickets	once	
G2.B2.S1.A2	Delivery of Professional Development via pre-planning, common planning and early dismissal.		PD calendar, materials, agenda, sign-in sheets, exit tickets	one-time	
G2.B2.S2.A2	Ongoing collaboration to: plan, establish, and publish agendas for Common Planning meetings; publish agendas 24-48 hours prior to meetings to teachers; facilitate meetings, meeting minutes published to admin and teams within 24 hours; Facilitate		Minutes, agendas, sign-in sheets, logs	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	weekly sign in sheets for the meetings; track and log for administration.				
G2.B2.S4.A2	Establish a schedule and rotation for all classroom teachers to observe implementation of model classroom practices.		Observation Forms	one-time	
G2.B3.S1.A2	Provide Professional Development that would foster student engagement, differentiated instruction, and rigor. PD would include but not limited to AVID strategies, and analysis of data.		Agendas, sign-in sheets, exit slips, data analysis forms	one-time	
G3.B3.S1.A2	Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.		Agenda, sign-in sheets and data analysis sheets.	once	
G3.B3.S2.A2	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching		Reflections guide, lesson plans and observations of implementation	one-time	
G3.B4.S1.A2	Design and deliver PD for data retrieval from Performance Matters		agenda, minutes	one-time	
G3.B4.S2.A2	Professional development session on how to analyze and interpret data into actionable steps		Student/ Teacher Data Chats, agenda, minutes	once	
G3.B4.S3.A2	Teachers will implement common planning with and emphasized focus on planning based on data		Agenda, Lesson plans, minutes, Student/ Teacher Data chats	once	
G3.B4.S4.A2	Use of common planning and data trackers to monitor student learning and planning		Common planning logs/ forms, lesson plans, data trackers, observations	once	
G2.B3.S1.A3	Teachers will participate in coaching cycle, which would include planning, modeling, and co-teaching with explicit feedback.		Feedback form, Upward student data trends, Qualitative data derived from teacher observation forms.	one-time	
G3.B3.S1.A3	Collaboratively, identify the needs of the teacher via progress monitoring data		Coaches' logs, informal and formal observations forms and Coaches feedback form.	once	
G3.B3.S2.A3	Identify the lesson study focus based on the need of the department.		Lesson plans, walk-throughs and observations	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.A3	Coaches and Teachers collaboratively complete and discuss the data reflection guide		Data reflection guide	one-time	
G3.B4.S2.A3	Collaboratively with coaches, teachers will create a calendar for bell ringers (mini-lesson) based on data and a plan for RTI and DI for individual students		Curriculum Calendar	once	
G3.B4.S4.A3	Roll out data trackers and data expectations department wide with a focus on exit tickets to provide ongoing data between CGAs. Data expectations are to include bi-weekly submission of trackers and level of rigor and alignment required of exit tickets.		data trackers, lesson plans, agenda, minutes	once	
G3.B3.S1.A4	Provide PD that would foster student engagement, differentiated instruction and Rigor. PD would include but not limited to: AVID strategies and analysis of data.		Agenda, sign-in sheets and data analysis sheets.	once	
G3.B3.S2.A4	Complete Lesson Study; which includes: Instructional planning, implementation, analyzing, debriefing and re-teaching		Reflections guide, lesson plans and observations of implementation	one-time	
G1.MA1	Discipline reports for 2.01, 2.05, 3.15 and 3.26		Data Reports; Reduced numbers in Student code of conduct violations	once	
G1.B1.S1.MA1	Effectiveness of PBS		PBS Incentives; Positive Referral Count; Discipline Data Reports	once	
G1.B1.S1.MA1	Common Area and classroom behavior		Incentive plan for rewarding Positive Behavior,	once	
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	[no content entered]			once	
G2.MA1	All teachers will implement effective instruction aligned to the Common Core Standards and NGSSS benchmarks that show evidence of high student engagement and higher order questioning via AVID (WICOR).		Student data increase on CGA's, Bi-Weekly Assessments, FCAT 2.0 Science 2015,Common Core Assessments	one-time	
G2.B2.S1.MA1	Design and deliver Professional Development in quality instruction that aligns to the benchmarks, Data-based problem solving, data-based instructional delivery, and Gradual Release Model. Instructional delivery will include AVID WICOR strategies.		Analysis of Exit tickets, progress monitoring of student growth from assessment data; CGA, Bi-Weekly	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Assessments and State assessments		
G2.B2.S1.MA1	Design and deliver Professional Development in quality instruction that aligns to the benchmarks, Data-based problem solving, data-based instructional delivery, and Gradual Release Model. Instructional delivery will include AVID WICOR strategies.		Analysis of lesson plans, informal and formal observations, Individual Professional Development Plan	one-time	
G2.B3.S1.MA1	• Lesson Plans • Classroom Walk-throughs • Formal/Informal Observations • Common Planning Minutes • Feedback Forms • Weekly Admin/Coaches Meetings		Curriculum Guide Assessments, Bi- Weekly Assessments and FCAT 2.0 Science 2015, Common Core Assessments	one-time	
G2.B3.S1.MA1	Teachers will participate in Professional development and the coaching cycle to increase student engagement, differentiated instruction and rigor		9/1/2014	Feedback Forms, formal and informal observations, weekly Admin/coaches meetings, Qualitative and Quantitative data, coaching logs	one-time
G2.B2.S2.MA1	Administration and coaches will meet weekly to collect, and analyze observation data. Administration will monitor and determine where coaches need to intensify support and/or if professional development needs to be delivered basted on the data.		Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data	one-time	
G2.B2.S2.MA1	Design and implement ongoing support for teachers through structured weekly Common Planning		Common Planning agendas and minutes, coaching logs, weekly Admin/ coaches meetings	one-time	
G2.B2.S3.MA1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, instruction aligned to benchmarks, us of AVID WICOR strategies, and differentiated instruction		Minutes from meetings, adjustments to coaches logs, observation logs, common planning minutes, Admin/teacher data chat logs and plans, student data	once	
G2.B2.S3.MA1	Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual Release, instruction aligned to benchmarks, us of AVID WICOR		Coaching logs, feedback from observations, weekly Admin/ coaches meetings,	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strategies, and differentiated instruction		Admin/teacher data chats		
G2.B2.S4.MA1	Establish a Model Classroom and schedule of observations.		Teacher observation logs, classroom walkthroughs	one-time	
G2.B2.S4.MA1	Establish a Model Classroom and schedule of observations.		Teacher observation logs, classroom walkthroughs	one-time	
G2.B3.S4.MA1	[no content entered]			once	
G2.B3.S4.MA1	Least Restrictive Environment		Lesson Plans, IEP reviews, CGA, IOAW, DAR, IREADY, FCAT 2.0 assessment data	one-time	
G3.MA1	CG data, lesson plans, and implementation of literacy and writing strategies		Student work, interactive journals, and Achieve 3000 usage reports; increase in students' reading and writing performance on interval district assessments	one-time	
G3.B3.S1.MA1	Lesson plans, walk-throughs, common planning minutes, feedback forms, weekly admin/coaches meeting, informal and formal observations.		I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	once	
G3.B3.S1.MA1	Teachers will participate in PD and the Coaching Cycle to increase student engagement and rigor.		Formal and Informal observations and feedback forms.	once	
G3.B4.S1.MA1	Attend PD with teachers for data retrieval, ensure teachers are pulling data from inform and insight.		CAST, data binder and walkthroughs	once	
G3.B4.S1.MA1	Teachers proficiency in use of insight/ inform (data retrieval)		Completion of data tracking guides and student data chats with "tracking my own data" forms	once	
G3.B3.S2.MA1	Lesson plans, walk-through, common planning minutes, feedback forms, weekly admin/coaches meeting, informal and formal observations.		I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S2.MA1	Implementation of lesson study with specific grade level teachers; invite admin		Formal and informal observations and feedback forms.	once	
G3.B4.S2.MA1	Attend PD on how to analyze and interpret data into actionable steps. Ensure teachers are interpreting data into actionable steps. Encourage teachers to attend PD		CAST, data binders, PD agendas and walkthroughs.	once	
G3.B4.S2.MA1	Teachers will analyze and interpret data into actionable tables.		Calendar for re-teaching standards through mini lesson, targeted students for RTI and DI based on CGA data	once	
G3.B3.S3.MA1	Professional Development, lesson plans and student engagement during lessons		I Ready, CGAs and Teacher made assessments, exit tickets and FCAT 2.0,	once	
G3.B3.S3.MA1	Curriculum, student engagement, Differentiated Instruction and Rigor professional development		Formal and informal observations and feedback forms.	once	
G3.B4.S3.MA1	Attend common planning to ensure that it is data driven. Encourage teachers to use data to drive lessons.		CAST, Common Planning agendas, lesson plans, student assessments	once	
G3.B4.S3.MA1	Teacher are planning lessons that are data driven		Lesson Plans and Observations	once	
G3.B4.S4.MA1	Monitor data trackers and ensure teachers are using with fidelity.		CAST, lesson plans, student assessments and walkthroughs.	once	
G3.B4.S4.MA1	Monitor student learning through the use of data trackers		Data Trackers and Exit Tickets	once	

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 Opportuntities

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

G2. All teachers will implement effective and rigorous instruction that uses best practices such as student engagement, higher order questioning, AVID strategies (WICOR) and aligning instruction to the Common Core and NGSSS benchmarks and complexity.

G2.B2 Lack of student engagement.

G2.B2.S1 Design and deliver Professional Development in the components of quality instruction, AVID (WICOR) and strategies that will increase student engagement and total participation by students.

PD Opportunity 1

Design Professional Development centered on ways to increase student engagement and increase student participation within academic and elective areas via AVID (WICOR).

Facilitator

Participants

Academic and Elective teachers

Schedule

G2.B3 Lack of differentiated instruction and rigor

G2.B3.S1 Collect student and observation data to prioritize and select teachers for implementation of coaching cycle.

PD Opportunity 1

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

Facilitator

Academic Coaches

Participants

Schedule

G3. Core content teachers will infuse literacy and writing activities into their lessons to help students become more proficient readers and writers.

G3.B3 Lack of Student Engagement, Differentiated Instruction, and Rigor and Higher Order Questions in lesson

G3.B3.S2 Implementation of lesson study with specific grade level teachers; invite admin

PD Opportunity 1

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

Facilitator

PDF, AP, Reading Coach, and/or District Specialist

Participants

SS teachers

Schedule

G3.B3.S3 Curriculum, student engagement, Differentiated Instruction and Rigor professional development

PD Opportunity 1

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

Facilitator

PDF, Academic Coaches, AP, and/or district specialist

Participants

Schedule

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

G3.B4 Teachers lack of Data Driven Lessons

G3.B4.S1 Design and deliver PD for data retrieval from Performance Matters

PD Opportunity 1

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

Facilitator

Participants

Schedule

PD Opportunity 2

Design and deliver PD for data retrieval from Performance Matters

Facilitator

PDF, AP, and/or District Specialist

Participants

SS Teachers

Schedule

PD Opportunity 3

Coaches and Teachers collaboratively complete and discuss the data reflection guide

Facilitator

Participants

Schedule

G3.B4.S2 Design and implement PD and ongoing support on how to analyze and interpret data into actionable steps

PD Opportunity 1

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

Facilitator

Mrs. Lewis and Mrs. Baker-Madden

Participants

Math Teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**