

Mandarin Middle School



2014-15 School Improvement Plan

Mandarin Middle School

5100 HOOD RD, Jacksonville, FL 32257

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

38%

Alternative/ESE Center

No

Charter School

No

Minority

36%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

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
Not In DA	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

The mission of Mandarin Middle School is to ensure a rigorous educational experience in a safe, respectful and supportive learning environment that promotes high academic expectations, civic responsibility, and a personal accountability for all.

Provide the school's vision statement

Mandarin Middle School is committed to preparing ALL students to be productive citizens who will have the tools necessary to be successful in a culturally-diverse and global world.

School Environment

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

Mandarin Middle School follows the traditional middle school model of using instructional teaming. This involves a group of approximately 132 students assigned to a group of four teachers teaching Language Arts, Mathematics, Science and Social Studies. Students are grouped in cohorts based on their scheduling needs. By using this method, teachers are able to work together as a team to support their students. They meet regularly every two weeks to discuss the students progress and to also make plans to get supports to the students who need them. The develop a relationship with their students and the students also develop a relationship with each other. These cohort groups allow students to create a family of people that they can go to when they need support.

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

Before school, we have security staff (3) who are positioned to monitor students prior to the opening of the building (9:00 am). Once the students enter the building, they report to their house/grade level holding areas where they are supervised by an administrator, dean, security or teacher. Teams within those holding areas have identified areas where students report and wait until time for the team teachers to come and pick them up and escort them to the lockers located near the team academic classrooms.

During the school day, students move throughout the building using identified stairwells that are assigned based on their grade level and house assignment. Adult supervision is provided by teachers, security staff and assistant principals. Within the classrooms, teachers work with students who feel unsafe by talking about their concerns privately. If a student has a concern about his/her safety, they are allowed to go to the student services office to talk with the dean of students. The dean of students investigates all concerns and works closely with the ISSP (Ins School Suspension) teacher and the peer counseling group to implement a restorative justice program to help students work out their differences. The students also have full access to their house counselors. These counselors (2) are available to talk with students about the concerns/issues that they have both at school and at home. A variety of strategies are provided to the students to help them work through problems which include small group counseling and playgroup counseling. Outside resources including DCF are involved when needed.

After school, all students still on campus thirty minutes after dismissal are brought into the main office where they must wait for a parent to come inside to pick them up. School security staff do a complete check of the building to ensure that all students are brought to the office.

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

Mandarin Middle School uses the CHAMPs and Foundations programs school-wide to ensure that all students are afforded the opportunity to learn in a safe and civil environment. All new teachers are required to attend a two day workshop of CHAMPs so that there is consistency in classroom management. The school also has an active Foundations team that meets monthly to discuss student discipline and safety and supervision in the common areas. The Foundations team consists of teachers, administrators, dean of students and security staff. The school is working to implement a PBIS system through the support of the district office to assist in creating an environment of support for some students who struggle with behavior. The use of the Restorative Justice program works with student volunteers through the peer counseling classes to teach students how to work through their differences and become more civil to each other. The school also uses the newly published district Code of Student Conduct which was revised this school year to provide consistency and fairness to all students who violate the code of student behaviors. Specific consequences have been established to ensure that all students are treated fairly and respectfully. The ISSP program has also been modified to include small group discussions regarding behaviors and making better choices.

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

Mandarin Middle School has two school counselors who work with students on a regular basis. Students are able to request assistance by coming to the counseling office and asking to see a counselor. Parents may also make a request for assistance by contacting the individual counselors. School counselors send out surveys to teachers early in the year to help identify students who might benefit from some of the small group counseling sessions such as children of divorce, children who have lost a parent, children with anger issues, etc. Teams meet bimonthly to discuss student concerns. When the teachers feel that additional support beyond the classroom is needed, they can complete a guidance referral and get help from the counselors. Student tutors have been identified to provide support for new students to the school when they first enroll. Students in the Service Learning classes serve as school ambassadors who take new students around, help them get acclimated to the new building and also check on them to make sure they are getting comfortable with their schedule.

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

Attendance: All teachers are required to enter their attendance daily by 4:00 pm. Attendance reports are pulled bimonthly to monitor the attendance of all students. When a student misses five days in a month or ten days in three months, an attendance referral is submitted to the district truant officer. An attendance intervention team meeting is scheduled to discuss with the parent the nature of the absences and a plan to improve attendance is written. The attendance is then monitored by the dean of students, ISSP teacher and core teachers. If the attendance does not improve, the student/parent could be turned over to the state attorney's office for further action and monitoring.

Suspensions: The new code of student conduct spells out for the administration what the behavioral consequences will be for violations of the student code of conduct. Interventions are provided through support from classroom teachers, restorative justice programs, mentoring and parent involvement to help decrease instances where a student might be assigned to in school or out of school suspensions. Support for classroom management is provided to teachers who may struggle with

some students by having two CHAMPs trained facilitators on staff who can give the teachers additional interventions to help students change their behaviors.

Course Failures: School counselors work closely with teachers to monitor student progress in all academic classes. Progress reports are provided midway through each grading period and are checked by counselors and assistant principals. Students who are struggling are offered additional support through school funds that support tutoring before school in a lab setting. Students who have failing grades at the end of each quarter meet with counselors to discuss plans to improve grades. Parents are contacted and offered support services for the students to help bring up grades through the morning tutoring program. Teachers also use the grade portal to communicate grade concerns with parents. The portal is updated a minimum of once per two weeks but is usually done more often in most classrooms. Comments on the students grades are provided to the parent so that the parent will know is additional support is available. All parents and guardians are given access to the grade portal so that they can monitor grades and attendance of their children.

Level 1 on ELA and Math: All students who scored a level 1 on either the Reading or Mathematics FCAT are scheduled into an Intensive Reading or Mathematics class. The curriculum for these classes is provided by the district to support identified needs of students. Students in IR (Intensive Reading) follow the SRA program daily to work on reading fluency and use novels through the use of literature circles to improve comprehension. Students in the IM (Intensive Mathematics) class use the Carnegie Program which involves student workbooks and individualized computer program applications to address the mathematics standards where the students' need support. Both of these intervention classes are provided on the days opposite their ELA and Math classes so that the students receive instruction daily in these areas.

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	16	22	28	66
One or more suspensions	1	0	0	1
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	68	100	81	249

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	15	36	25	76

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

Students with attendance problems are referred to the Attendance Intervention Specialist who will work with the district truancy officer to create a plan to support student attendance. Additionally, students and their families will be referred to an attendance counselor who works one half day per week to support families with attendance issues.

The students who violate the student code of conduct will be counseled by the dean of students and in many cases will be referred to the restorative justice program. Additionally, a counselor from the Youth Crisis Center will be on campus one half day per week to provide supportive counseling for students who have been referred by the dean of students.

The school counselors have identified all students who previously failed an academic course to ensure that they are scheduled to retake the course through a virtual platform or during the school day at the school. Students taking an online course who do not have reliable internet at home will be allowed to use the computers in the media center and guidance office on a regular basis to keep up with the online coursework.

All students who scored at a level one on either the reading or math FCAT are monitored by the administrative team. Progress meetings are held weekly to determine if additional support is needed through tier 2 and tier 3 interventions.

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

Attendance at Fall Open House, Parent Nights, Orientation: Mandarin Middle School provides a variety of opportunities for parents to be involved with the school. Student Orientation was held on August 7th and 8th to allow students to tour the school, pick up their schedule, get lockers and PE uniforms and pay fees for specific elective programs. Attendance was 411 students for 6th grade, 428 students for 7th grade and 457 students for 8th grade. This total, 1296, is 88% of the student enrollment. The fall Open House was held on September 9th and gave parents an opportunity to meet teachers and learn about the classroom expectations. The Open House committee worked to modify the old traditional plan of open house to allow the parents the opportunity to spend more quality time with the core teachers and attend an elective fair to see not only their students' current elective but also the options that exist for all students. Attendance was approximately 673 families. The Mandarin Middle School PTSA will schedule Parent Nights throughout the school year. An AVID parent night is scheduled for early October, athletic parent nights are scheduled prior to each sport's tryout period to inform parents of team expectations and requirements. The guidance office will schedule an 8th grade parent night in mid January to discuss transition to high school.

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

Mandarin Middle School has a variety of business partners who support the school in many of ways. Some businesses provide monetary support through donations of funds or materials. Other partners provide opportunities for the various clubs and organizations to raise funds on their properties such as Mandarin Middle School night where customers can request that a portion of their bill be provided to the school. Many of these are done to support the Band, Chorus, and AVID programs. Faith based organizations are also involved in the school through serving on the School Advisory Council and providing facilities for school meetings and emergency evacuations. The Mandarin Public Library serves as a partner to support the students reading through membership drives and by serving on the School Advisory Council.

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
Smith, Debbie	Principal
Bishop, Lori	Teacher, K-12
Blum, Cheryl	Teacher, K-12
Cannon, Joan	Instructional Coach
Duarte, Jennifer	Teacher, K-12
Galyan, Angela	Assistant Principal
Greene, Susan	Teacher, K-12
Kern, Jon	Teacher, K-12
McClung, Amy	Teacher, K-12
Powell, Kyle	Dean
Tyson, Cicely	Assistant Principal

Duties

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

The school's Leadership Team leads the faculty in a review of the data and, with input from the school's instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The school's Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team meets regularly to revise and update the plan as the needs of the students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS to inform instruction and make midcourse adjustments as data are analyzed.

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

The MTSS team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition to the oversight work of the MTSS Team, other building instructional teams (such as professional learning communities, small learning communities, grade

level teams, and or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student needs
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps.

For the most intensive interventions at Tier 3, the current Multidisciplinary Team (MRT) structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

Mandarin Middle School does not receive any additional funds besides those provided through the staff allocation budget plan. Funding is provided for supplies to be used for instruction. Supplies include basic classroom consumable supplies. Additional teaching positions (3) were provided through the use of the SAI funds. These three positions support the core academic programs for science and language arts.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lori Bishop	Teacher
Deborah Smith	Principal
Monique Thompson	Parent
Lynn Baldwin	Business/Community
Vanna Parks	Education Support Employee
Bill Winton	Parent
Tammy Castro	Parent
Keri Bell	Parent

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

Members of the SAC met on April 14, 2014 to look at the School Improvement Plan to determine if all actions steps had been taken and to determine if the plan had been implemented. All professional development strategies had been completed to include book studies, workshops, PLC meetings and instructional coaching. School-wide implementation of AVID strategies had been documented by the district AVID site visit earlier in the school year. The use of differentiated instruction was being implemented in all language arts and math classrooms through the use of instructional centers. Better use of assessment data was needed to support the grouping of students within the centers and to provide more specific small group lesson content based on need.

Development of this school improvement plan

Members of the SAC met on September 15th to give feedback on areas of concern for the 2014-2015 school year. Suggestions for areas of improvement were provided in the area of parent communication and student attendance. Instructional strategies related to the academic goals were shared with members which also included information regarding new programs and resources. State

Assessments were discussed and a plan was developed to inform parents and students about the changes that will be in place for this school year.

Preparation of the school's annual budget and plan

The school's annual budget is provided by the school district. The school's responsibility in the budget is to determine how to use the staffing positions allocated to support the instructional needs of the students. The number of instructional teams are determined by dividing the total enrollment at each grade level by 132 students. Elective positions are identified based on the student elective requests which are completed in the spring of each school year. The allocated money in the budget plan supports the purchase of materials and supplies. This allocation covers classroom supplies, printers and toners, copier contracts and various items needed to replace old/broken items such as marker boards, student desks and instructional technology items.

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

During the 2013-2014 school year, the school was allocated \$13,162.62 in school improvement funds. The funds were used to purchase 15 student laptops to be used to support the Intensive Mathematics program.

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
Tyson, Cicely	Assistant Principal
Bishop, Lori	Teacher, K-12
Cannon, Joan	Instructional Coach
Kern, Jon	Teacher, K-12
Smith, Debbie	Principal
Galyan, Angela	Assistant Principal
Greene, Susan	Teacher, K-12
McClung, Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on implementing the newly restructured reading program. Teachers will utilize the new curriculum and resources to focus reading instruction for students currently scoring below grade level. The Reading Coach will provide performance data after each round of assessment. The team will analyze the data to determine next steps. Students identified in the bottom quartile will be monitored monthly through the use of assessment data, Achieve 3000 reports, classroom observations and data chats with members of the LLT.

The language arts teachers will be implementing the components of the restructured curriculum

guides for all ELA classes. This will include the use of new novels and the use of the Achieve 3000 software program. Teachers will implement instructional centers to provide specific instruction based on the curriculum and on the results of the baseline and quarterly CGA data results. The Achieve 3000 program will be a part of the student center rotations and usage and performance will be monitored by the Reading Coach and updates will be provided to the LLT members biweekly. The science and social studies departments will incorporate Achieve 3000 within their classroom instruction based on articles that are directly connected to their individual curriculum. The Reading Coach will include the usage of this program in the biweekly reports and share the information with the administrators who support instruction in these two areas. Additionally, social studies teachers will increase the amount of response writing that the students will do on a regular basis. Training on how to use and create document based questions will be provided to all social studies teachers by the school's AVID lead teacher.

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

The master schedule was developed to support common planning for all academic departments. Teachers work collaboratively each week during common planning to develop lesson plans, analyze student work and review student assessment data. Administrative support is provided to help teachers focus on improving student engagement, rigorous instruction and student ownership for learning. The school also works through the social committee to plan events throughout the school year that will allow the employees to develop positive relationships with each other. The school has adopted the FISH Philosophy as a way of working together to promote a more positive school climate and culture.

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

The Principal (Deborah Smith) works with the administrators and members of the Leadership Team to hire highly qualified teachers as positions become available. There is very little turn over of staff. This is mostly due to the success of the school and an effort to maintain a culture of respect. Teachers are provided with a large variety of resources to support instruction. The school Professional Development Facilitator serves as the facilitator for teachers new to teaching by working with the teachers through the district MINT program. Mentors are assigned to support new teachers in both content and teaching pedagogy. Regular meetings are held to support new teachers with training and working to create and implement their Individual Professional Development Plans. Teachers and School Counselors are afforded the opportunity to further their knowledge of teaching through a variety of professional development trainings. Some include AVID strategies, Reading Endorsement, Counseling, Mentoring and areas specific to academic content.

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

All teachers new to teaching are assigned a mentor for their first two to three years. Mentors are selected based on having the required CET training and their content area certification. Every effort is made to provide a mentor who is teaching in a similar content area in order to provide support with content and pedagogy. Veteran teachers who are new to the school are assigned to a buddy who is also CET trained who will support the teacher as he/she gets comfortable in the new school.

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

Mandarin Middle School uses the district created curriculum guides to provide core instruction. Materials are purchased by the school district based on the new Florida Standards. The administrative team monitor instruction to ensure that the approved materials and curriculum guides are being used and followed.

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 results from the baseline assessments at the beginning of the year to determine areas of focus. District provided curriculum guides are followed to ensure that all standards are being addressed thoroughly. Weekly PLC meetings are held in each department to analyze the results of both district unit assessments and teacher made assessments to adjust instruction. The use of instructional centers provide teachers with the opportunity to create small group assignments that allow for differentiated instruction, computer based instruction and individual student work periods. Teachers use the rotations through these centers to tailor the instruction to provide additional support and enrichment when needed. The use of student laptops allow students to practice their computer skills needed to be successful when they take the annual state assessments.

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: Before School Program

Minutes added to school year: 16,110

Mandarin Middle School provides students with the opportunity to participate in a Before School Homework Assistance program. This program is a fee based program that provides the students with homework assistance and computer skills. Certified teachers work with students to help in academic core subjects.

Strategy Rationale

Many students do not have support at home when it comes to homework. The Homework Assistance program provides students with a quiet place to study, certified teachers to support academic content and computer access for students who do not have computers and internet at home. It also provides a safe environment to students who do not have appropriate adult supervision at home in the mornings.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Debbie, smithd3@duvalschools.org

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

Attendance data is collected and is used to compare school daily attendance with those students who are not involved in the before school program. Quarterly grades and GPA are analyzed to determine if the program helps students to maintain or increase overall school performance.

Strategy: After School Program

Minutes added to school year: 16,110

Mandarin Middle School provides students with the opportunity to participate in an After School Enrichment program. This program is a fee based program that provides the students with enrichment opportunities that include games, reading, cooking and computer skills. Certified teachers work with students to provide enrichment activities that help develop the whole child. Students focus on teamwork and sportsmanship along with playing with others.

Strategy Rationale

Many students need a safe place to stay after school until appropriate adult supervision is available at home. Students have an opportunity to unwind from a long day of school work and enjoy each other. They also may choose to complete homework, read a book or work on computer projects. For many students, this program provides the only opportunity to meet new friends and feel like they belong at the school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Debbie, smithd3@duvalschools.org

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

Attendance data is collected and is used to compare school daily attendance with those students who are not involved in the after school program. Quarterly grades and GPA are analyzed to determine if the program helps students to maintain or increase overall school performance.

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

Every year in the spring and summer, Mandarin Middle School offers several opportunities for potential students to tour the school and learn about not only middle school in general but also programs that are available at the school. Parents and students can tour the school, choose elective courses and meet teachers and coaches. This allows parents to make good choices as to which school they want their student to attend. Following the summer tours, student orientations are scheduled just prior to the start of the school year. These orientation sessions are based on student grade levels so that special attention can be given to the students and parents of the incoming 6th grade groups. Student ambassadors volunteer to take students to their classrooms based on their schedule, navigate through the combination lock nightmare that often occurs for students when they have their first experience with figuring out how to use a combination lock, and learning about the 90 minute A day/B day schedule. A special 8th grade parent night is also schedule in mid January to discuss with the 8th grade students and their parents the options that exist for high school. Local high schools are invited to attend and present their programs to the students and parents in order to give the parents information about the various options for school choice that are available to them. Counselors discuss the importance of the high school grade point averages and allow them to select their courses for the following school year. The 8th grade students also participate in a career interest

survey and create their high school plans during the spring of their 8th grade year. Counselors work collaboratively with the social studies teachers to provide information about careers and the necessary education needed to gain access to those careers.

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

All students in the 8th grade will complete a unit on college and career planning. The school counselors will work with the social studies teachers to have these units completed prior to the end of March so that the students can meet with the high school counselors to plan their high school course selections. The school offers the AVID college preparation program to all students in grades 6 through 8. Students explore college and career choices through college visits, field trips to local businesses and guest speakers to discuss college and career opportunities. A career fair is conducted every year in the early spring as a project through the social studies department. Representative from local companies meet with 8th grade students to discuss career options and what credentials are needed to work in the various industries.

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

The school provides elective courses that allow students to see the connections between academics and their futures. Courses include 2D and 3D art, music including Band, Chorus and Piano Keyboarding, CET courses for computer applications and Television Production. Academic electives include Spanish, Chinese and AVID.

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

The AVID program is designed to help students prepare for post-secondary educational opportunities. Students in this program are required to take advanced courses that will prepare them for the higher level courses that are required to meet the entry requirements for admissions. Students also learn about the entry exams including ACT and SAT. High school courses are offered in the areas of mathematics (Algebra and Geometry), Physical Science and Spanish. Mandarin Middle School works closely with Mandarin High School to provide program continuity with the Television Production program. Students who participate in this program have an opportunity to continue in the same program as they transition to high school.

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

Mandarin Middle School is working to assist students as they move from middle school to high school and to post secondary opportunities. In order to support the efforts of our feeder high school, Mandarin High, MMS is providing opportunities for students to take the high school Algebra, Geometry, Physical Science and Spanish 1 courses while at middle school. Additionally, MMS will continue to provide support to ensure that the students taking the Algebra course also pass the state EOC in Algebra. This will allow students to meet the graduation requirement while still in middle school. MMS also supports the high school by working with students in the AVID program to prepare them to take the college placement tests. AVID students participate in the ACT explore program which allows students the opportunity to take a version of the ACT to help identify their strengths and areas where improvement may be needed. The AVID students also take honors level courses which will also help to prepare them for the dual enrollment and advanced placement courses which will in turn award college credit while in high school. Students in the honors level courses at MMS are also

preparing for the rigorous dual enrollment and advanced placement courses offered at the high school level.

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.** Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.
- G2.** Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses
- G3.** Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

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. Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies. 1a

G042392

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	69.0
FAA Writing Proficiency	76.0
Middle School Performance in EOC and Industry Certifications	91.0
FAA Reading Proficiency	74.0
FAA Science Proficiency	59.0
CELLA Writing Proficiency	57.0
FAA Mathematics Proficiency	59.0
AMO Reading - ELL	49.0

Resources Available to Support the Goal 2

- AVID program
- Funding for classroom consumable supplies
- In-house professional development opportunities
- AVID summer institute
- Video recording equipment

Targeted Barriers to Achieving the Goal 3

- Students are not always actively engaged during the instructional delivery and work periods of instructional lessons.
- School wide instructional and engagement strategies are not widely adopted by all teachers in the school

Plan to Monitor Progress Toward G1. 8

Conduct classroom walkthrough visits that focus on student engagement while using WICOR strategies

Person Responsible

Debbie Smith

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough documentation, coaching feedback forms, student interviews

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses 1a

G042393

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	69.0
Middle School Participation in EOC and Industry Certifications	91.0
FAA Writing Proficiency	76.0
FAA Reading Proficiency	74.0
FAA Science Proficiency	59.0
CELLA Writing Proficiency	57.0
AMO Reading - ELL	49.0

Resources Available to Support the Goal 2

- Instructional coaches for reading, math and science
- Professional development books
- Teacher instructional videos

Targeted Barriers to Achieving the Goal 3

- Teacher usage of whole group instruction involving mostly lecture strategies
- High emphasis of note taking through the use of powerpoint presentations instead of student created notes

Plan to Monitor Progress Toward G2. 8

Analyze results of student curriculum guide assessments to determine performance growth

Person Responsible

Debbie Smith

Schedule

Quarterly, from 11/3/2014 to 4/17/2015

Evidence of Completion

Student performance data on assessments, student work samples including personal note-taking based on individual comprehension

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms. 1a

G042394

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	69.0
FAA Writing Proficiency	76.0
Middle School Performance in EOC and Industry Certifications	91.0
FAA Reading Proficiency	74.0
FAA Science Proficiency	59.0
CELLA Writing Proficiency	57.0
AMO Reading - ELL	49.0

Resources Available to Support the Goal 2

- Reading Coach
- Subject Area Specialists within each department
- Financial support to purchase professional development materials
- District provided technology resources including Achieve 3000, digits, gizmos

Targeted Barriers to Achieving the Goal 3

- Teacher understanding on how to provide differentiated instruction to all subgroups of students.
- Insufficient student computers to implement technology centers during instructional center rotations

Plan to Monitor Progress Toward G3. 8

Analyze results of student curriculum guide assessments to determine performance growth

Person Responsible

Joan Cannon

Schedule

Quarterly, from 10/20/2014 to 4/17/2015

Evidence of Completion

Student performance data on CGAs, teacher made 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. Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies. **1**

 G042392

G1.B1 Students are not always actively engaged during the instructional delivery and work periods of instructional lessons. **2**

 B103429

G1.B1.S1 Provide professional development to all teachers in the use of WICOR strategies **4**

 S114540

Strategy Rationale

Professional development has been ongoing for a select group of teachers who have attended the summer AVID institutes over the last two years. Further training is needed to support those teachers who have never attended the institute so that they can understand how to use the WICOR strategies.

Action Step 1 **5**

Conduct training on WICOR strategies to all faculty members during early dismissal training days and faculty meetings

Person Responsible

Debbie Smith

Schedule

Monthly, from 9/1/2014 to 12/15/2014

Evidence of Completion

Sign in sheets, handouts of strategies

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

Video tape the training sessions, teacher feedback forms

Person Responsible

Cicely Tyson

Schedule

Monthly, from 9/1/2014 to 12/15/2014

Evidence of Completion

Samples of teacher lesson examples, sign in sheets, videos

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

Conduct classroom walkthroughs to determine if the WICOR strategies are being implemented as part of the classroom instructional practices

Person Responsible

Debbie Smith


Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Walkthrough documentation, teacher lesson plans

G1.B1.S2 Implement school wide WICOR strategies into all classroom instruction 4

 S114541

Strategy Rationale

Mandarin Middle School is an AVID school with approximately 250 students participating in the AVID program. By using the AVID WICOR strategies school wide, students will be more actively engaged and will also have a toolkit of strategies that they can use when working independently to deepen their understanding of the curriculum.

Action Step 1 5

Use WICOR strategies as part of lesson presentations in all content courses

Person Responsible

Debbie Smith

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, video taped teacher lessons, student questionnaires, classroom observations

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

Review lesson plans from teachers using the strategies

Person Responsible

Angela Galyan

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classroom visitation logs

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

Conduct student chats to determine the level of engagement with the strategies

Person Responsible

Angela Galyan

Schedule

Weekly, from 11/1/2014 to 6/5/2015


Evidence of Completion

Student surveys, classroom visitation logs

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses 1

 G042393

G2.B1 Teacher usage of whole group instruction involving mostly lecture strategies 2

 B103433

G2.B1.S1 Provide teachers with instructional strategies to increase more student accountable talk throughout the whole group instruction of the lesson 4

 S127918

Strategy Rationale

Students who engage in dialogue with each other will be more fully engaged in the content than if they are merely copying notes.

Action Step 1 5

Work with teachers through PLC meetings to investigate and practice the gradual release method of instruction with an emphasis on student accountable talk strategies

Person Responsible

Debbie Smith

Schedule

Monthly, from 9/1/2014 to 12/15/2014

Evidence of Completion

PLC meeting minutes, video taped training sessions, teacher sign in sheets

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

Conduct weekly classroom walkthroughs to look for examples of student accountable talk during the instructional component of the lesson

Person Responsible

Angela Galyan

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough feedback forms, lesson plans, coaching feedback forms

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

Observe student behaviors/interactions during the instructional component of the lesson to determine level of accountable talk among each other

Person Responsible

Cicely Tyson


Schedule

Weekly, from 10/1/2014 to 6/5/2015


Evidence of Completion

Student observation logs, student interviews

G2.B2 High emphasis of note taking through the use of powerpoint presentations instead of student created notes **2**

 B103434

G2.B2.S1 Increase the use of Cornell note taking in all classrooms to provide students with the opportunity to identify key information when reading or listening to classroom presentations **4**

 S131204

Strategy Rationale

Students will need to be able to identify key information as well as evidence while reading on the new state assessments. Relying on teacher provided notes limits the students' abilities to increase their proficiency at identifying this information

Action Step 1 **5**

Provide professional development in the creation and use of Cornell notes to all teachers

Person Responsible

Debbie Smith

Schedule

On 10/31/2014

Evidence of Completion

Training materials, sign in sheets

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

Conduct classroom walkthroughs to observe student note taking

Person Responsible

Cicely Tyson

Schedule

Biweekly, from 11/3/2014 to 1/2/2015

Evidence of Completion

Walkthrough feedback forms, student portfolios and interactive notebooks

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

Review student portfolios and interactive notebooks to determine the level of interaction with the Cornell notes by the students

Person Responsible

Cicely Tyson

Schedule

Biweekly, from 11/3/2014 to 6/5/2015


Evidence of Completion

Student samples of Cornell notes

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms. 1

 G042394

G3.B1 Teacher understanding on how to provide differentiated instruction to all subgroups of students. 2

 B103436

G3.B1.S1 Use center rotations as a method to provide differentiated instruction. 4

 S114544

Strategy Rationale

Differentiated instruction should be used to meet the individual needs of each student. Small group sessions will provide the students with more one-on-one support through instruction

Action Step 1 5

Conduct professional development on the instructional frameworks that provide opportunities for differentiation

Person Responsible

Debbie Smith

Schedule

Monthly, from 9/1/2014 to 12/15/2014

Evidence of Completion

PLC minutes, faculty meeting minutes, sign in sheets, training materials

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

Classroom observations will be conducted to provide teachers with feedback on the implementation of instructional centers

Person Responsible

Debbie Smith

Schedule

Biweekly, from 10/1/2014 to 12/15/2014

Evidence of Completion

Classroom walkthrough feedback forms, video tapes of classroom centers, coaching feedback forms

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

Analyze results of student assessments on district CGA assessments and teacher made assessments

Person Responsible

Angela Galyan

Schedule


Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion


Data reports from Performance Matters, individual teacher data reports, copies of student data chat forms

G3.B2 Insufficient student computers to implement technology centers during instructional center rotations

2

 B127710

G3.B2.S1 Purchase additional laptops to create a 1:3 ratio for computers to students in all core classrooms including reading. 4

 S139862

Strategy Rationale

District provided web-based programs are designed to support differentiated instruction by using appropriate lexile leveled text. These programs will need to be accessed by students through instructional centers using computers or tablets.

Action Step 1 5

An inventory of usable computers will be taken at the beginning of the year and a needs assessment will be created to determine the number of additional computers needed to create a 1:3 ratio. Additional computers will be ordered.

Person Responsible

Cicely Tyson

Schedule

On 9/19/2014

Evidence of Completion

Updated inventory of computers assigned to each core and reading classroom.

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

Progress monitoring of computer usage will be done to determine how often the computers are being used to access the web-based computer programs.

Person Responsible

Cicely Tyson

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Biweekly computer reports for Achieve 3000 and Digits software programs.

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

Usage reports will be discussed biweekly at all PLC meetings with the assistant principals, teachers, and principal. Plans for modifications if needed will be created to meet the instructional needs of the students.

Person Responsible

Debbie Smith

Schedule

Biweekly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Usage reports and PLC meeting minutes.

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	Conduct training on WICOR strategies to all faculty members during early dismissal training days and faculty meetings	Smith, Debbie	9/1/2014	Sign in sheets, handouts of strategies	12/15/2014 monthly
G1.B1.S2.A1	Use WICOR strategies as part of lesson presentations in all content courses	Smith, Debbie	10/1/2014	Lesson plans, video taped teacher lessons, student questionnaires, classroom observations	6/5/2015 daily
G3.B1.S1.A1	Conduct professional development on the instructional frameworks that provide opportunities for differentiation	Smith, Debbie	9/1/2014	PLC minutes, faculty meeting minutes, sign in sheets, training materials	12/15/2014 monthly
G2.B1.S1.A1	Work with teachers through PLC meetings to investigate and practice the gradual release method of instruction with an emphasis on student accountable talk strategies	Smith, Debbie	9/1/2014	PLC meeting minutes, video taped training sessions, teacher sign in sheets	12/15/2014 monthly
G2.B2.S1.A1	Provide professional development in the creation and use of Cornell notes to all teachers	Smith, Debbie	10/1/2014	Training materials, sign in sheets	10/31/2014 one-time
G3.B2.S1.A1	An inventory of usable computers will be taken at the beginning of the year and a needs assessment will be created to determine the number of additional computers needed to create a 1:3 ratio. Additional computers will be ordered.	Tyson, Cicely	9/8/2014	Updated inventory of computers assigned to each core and reading classroom.	9/19/2014 one-time
G1.MA1	Conduct classroom walkthrough visits that focus on student engagement while using WICOR strategies	Smith, Debbie	10/1/2014	Classroom walkthrough documentation, coaching feedback forms, student interviews	6/5/2015 weekly
G1.B1.S1.MA1	Conduct classroom walkthroughs to determine if the WICOR strategies are being implemented as part of the classroom instructional practices	Smith, Debbie	10/1/2014	Walkthrough documentation, teacher lesson plans	6/5/2015 daily
G1.B1.S1.MA1	Video tape the training sessions, teacher feedback forms	Tyson, Cicely	9/1/2014	Samples of teacher lesson examples, sign in sheets, videos	12/15/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Conduct student chats to determine the level of engagement with the strategies	Galyan, Angela	11/1/2014	Student surveys, classroom visitation logs	6/5/2015 weekly
G1.B1.S2.MA1	Review lesson plans from teachers using the strategies	Galyan, Angela	10/1/2014	Lesson plans, classroom visitation logs	6/5/2015 weekly
G2.MA1	Analyze results of student curriculum guide assessments to determine performance growth	Smith, Debbie	11/3/2014	Student performance data on assessments, student work samples including personal note-taking based on individual comprehension	4/17/2015 quarterly
G2.B1.S1.MA1	Observe student behaviors/interactions during the instructional component of the lesson to determine level of accountable talk among each other	Tyson, Cicely	10/1/2014	Student observation logs, student interviews	6/5/2015 weekly
G2.B1.S1.MA1	Conduct weekly classroom walkthroughs to look for examples of student accountable talk during the instructional component of the lesson	Galyan, Angela	10/1/2014	Classroom walkthrough feedback forms, lesson plans, coaching feedback forms	6/5/2015 weekly
G2.B2.S1.MA1	Review student portfolios and interactive notebooks to determine the level of interaction with the Cornell notes by the students	Tyson, Cicely	11/3/2014	Student samples of Cornell notes	6/5/2015 biweekly
G2.B2.S1.MA1	Conduct classroom walkthroughs to observe student note taking	Tyson, Cicely	11/3/2014	Walkthrough feedback forms, student portfolios and interactive notebooks	1/2/2015 biweekly
G3.MA1	Analyze results of student curriculum guide assessments to determine performance growth	Cannon, Joan	10/20/2014	Student performance data on CGAs, teacher made assessments	4/17/2015 quarterly
G3.B1.S1.MA1	Analyze results of student assessments on district CGA assessments and teacher made assessments	Galyan, Angela	11/3/2014	Data reports from Performance Matters, individual teacher data reports, copies of student data chat forms	6/5/2015 monthly
G3.B1.S1.MA1	Classroom observations will be conducted to provide teachers with feedback on the implementation of instructional centers	Smith, Debbie	10/1/2014	Classroom walkthrough feedback forms, video tapes of classroom centers, coaching feedback forms	12/15/2014 biweekly
G3.B2.S1.MA1	Usage reports will be discussed biweekly at all PLC meetings with the assistant principals, teachers, and principal. Plans for modifications if needed will be created to meet the instructional needs of the students.	Smith, Debbie	10/20/2014	Usage reports and PLC meeting minutes.	6/5/2015 biweekly
G3.B2.S1.MA1	Progress monitoring of computer usage will be done to determine how often the computers are being used to access the web-based computer programs.	Tyson, Cicely	9/29/2014	Biweekly computer reports for Achieve 3000 and Digits software programs.	6/5/2015 biweekly

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. Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.

G1.B1 Students are not always actively engaged during the instructional delivery and work periods of instructional lessons.

G1.B1.S1 Provide professional development to all teachers in the use of WICOR strategies

PD Opportunity 1

Conduct training on WICOR strategies to all faculty members during early dismissal training days and faculty meetings

Facilitator

AVID Coordinator

Participants

All teachers

Schedule

Monthly, from 9/1/2014 to 12/15/2014

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses

G2.B1 Teacher usage of whole group instruction involving mostly lecture strategies

G2.B1.S1 Provide teachers with instructional strategies to increase more student accountable talk throughout the whole group instruction of the lesson

PD Opportunity 1

Work with teachers through PLC meetings to investigate and practice the gradual release method of instruction with an emphasis on student accountable talk strategies

Facilitator

Reading coach, Assistant Principals, Principal, department heads

Participants

All teachers

Schedule

Monthly, from 9/1/2014 to 12/15/2014

G2.B2 High emphasis of note taking through the use of powerpoint presentations instead of student created notes

G2.B2.S1 Increase the use of Cornell note taking in all classrooms to provide students with the opportunity to identify key information when reading or listening to classroom presentations

PD Opportunity 1

Provide professional development in the creation and use of Cornell notes to all teachers

Facilitator

AVID coordinator

Participants

All teachers

Schedule

On 10/31/2014

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

G3.B1 Teacher understanding on how to provide differentiated instruction to all subgroups of students.

G3.B1.S1 Use center rotations as a method to provide differentiated instruction.

PD Opportunity 1

Conduct professional development on the instructional frameworks that provide opportunities for differentiation

Facilitator

Principal, Assistant Principals, Reading Coach

Participants

Math, Science, Language Arts and Social Studies Teachers

Schedule

Monthly, from 9/1/2014 to 12/15/2014

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 1: Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.	950
Goal 3: Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.	16,500
Grand Total	17,450

Goal 1: Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.

Description	Source	Total
B1.S1.A1 - Substitutes for training through half day TDEs.	General Fund	750
B1.S2.A1 - Provide posters with WICOR strategy ideas to all teachers	General Fund	200
Total Goal 1		950

Goal 3: Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

Description	Source	Total
B1.S1.A1 - Substitutes for professional development through TDEs	General Fund	1,500
B2.S1.A1 - Student laptop computers	School Improvement Funds	15,000
Total Goal 3		16,500