

Horace Mann Middle School



2014-15 School Improvement Plan

Horace Mann Middle School

8950 NW 2ND AVE, El Portal, FL 33150

<http://hmms.dade.k12.fl.us/>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

94%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

D

C

C

School Board Approval

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

SIP Authority and Template

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

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	40
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Horace Mann Middle provides a challenging student-centered curriculum with quality instruction for all students and a safe haven which fosters a productive learning environment.

Provide the school's vision statement

We, at Horace Mann Middle, are committed to creating a safe, nurturing and disciplined learning environment for all students and establish a foundation for lifelong learners.

School Environment

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

The teachers at Horace Mann mentor the students before and after school by tutorials, clubs and sporting events.

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

As a PBS school, Horace Mann offers many activities that are provided by offering incentives for positive behavior. All available adults monitor the school on a consistent basis.

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

Horace Mann is a PBS school, have CIS in place and a detention program.

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

At Horace Mann there is a full-time counselor and nurse; part-time social worker, psychologist and community involvement specialist to provide ongoing services depending on the student's needs.

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

Level 1 in Reading
Count Percent
HORACE MANN MIDDLE SCHOOL
06 55 21
07 80 36
08 75 32

Total: 210
Level 1 in Math
Count Percent
HORACE MANN MIDDLE SCHOOL
06 106 39
07 101 42
08 85 37
Total: 292

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Increase parent involvement through subject specific parent information meetings and report card nights.

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

Horace Mann Middle School has many opportunities to build and sustain relationships with parents. Some of the scheduled events include; 8th Grade Parent Night (10/08), Report Card Night (end of each grading period), Literacy Night, Open House (09/23), Clean-Up the Neighborhood (Saturday, 10/25).

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
Maycock, Leon	Principal
Selwood, Ethel	Assistant Principal
Wilson, Cindy	Instructional Coach
Duignan, Chantal	Instructional Coach
LaFrance, Renette	Instructional Coach
Pericles, Fredlynn	Teacher, K-12
Rolle, Stefanie	Instructional Coach

Duties

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

MTSS/Rtl leadership is composed of the following:

- Administrator(s) who will ensure commitment and allocate resources are:

Leon P. Maycock, Principal

Dorothy M. de Posada, Assistant Principal

- Teacher(s) and Coaches will assist in identifying areas of need, conduct and monitor interventions targeted to the area of need and report on meeting the goals of the MTSS/Rtl at grade level, subject area, and intervention group, problem solving. They are:

Stefanie Rolle & Renette LaFrance, Reading Coaches

Chantal Duignan, Science Coach

Cindy Wilson, Math Coach

- Team members who will meet to review consensus, infrastructure, and implementation of building level are:

Monica Mitchell, Academic Counselor

Shontel Howell, SPED LEA and SPED Department Chair

Woodlyne Desroches, Social Worker

Mr. Payne, School Psychologist

The school's MTSS/Rtl will include additional personnel as resources to the team based on specific problems or concerns as warranted.

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

Community stakeholders MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in before or after-school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental MTSS/Rtl in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; MTSS/Rtl in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The MTSS/Rtl is included in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, and Title I Calendar Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, Migrant Education Program.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to MTSS/Rtl qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson

Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to MTSS/RtI in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows

the Healthy Food and Beverage Guidelines as adopted in the District's plan.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Certification agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mr. Leon Maycock	Principal
Mr. Randolph Morton	Teacher
Mario Mena	Teacher
Carl Pender	Teacher
Elizabeth Briano	Teacher
Rosie Justilien	Teacher
Michelle Deull	Teacher
Christela Jean Francois	Education Support Employee
Ms. Rosie Justilien	Teacher
Terry Glasgow	Parent
Daira Sotero	Parent
Maria Paul	Parent
Renald Jean	Parent
Erick Cardenas	Student
Nerlande Rinvill	Student
Dawn Wellman	Business/Community
Adam W. Old	Business/Community
Claudia Cugbillos	Business/Community
Robin Hechler	Business/Community
Ronnie Hufnagel	Business/Community
Jason M. Walker	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The EESAC evaluated and made revisions to the 2012-2013 School Improvement Plan during the first meeting held on September 10, 2014.

Development of this school improvement plan

The Council reviews and approves the School Improvement Plan and receives updates to the School Improvement Plan monthly.

Preparation of the school's annual budget and plan

The EESAC is involved with the preparation of the school's annual budget plan.

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

EESAC funds will be used to improve student academic performance and to incentivize improved student academic performance.

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
Selwood, Ethel	Assistant Principal
Maycock, Leon	Principal
Wilson, Cindy	Instructional Coach
Peters, Kester	Teacher, K-12
Mitchell, Monica	Guidance Counselor
Rolle, Stefanie	Instructional Coach
LaFrance, Renette	Instructional Coach
Duignan, Chantal	Instructional Coach
Pericles, Fredlynn	Teacher, K-12
James, Bellsennnes	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will establish monitor and interpret reading data, establish model classrooms, conference with teachers, mentor new teachers and provide professional development. The LLT will create a

school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; reviewing and interpreting data; and providing professional development.

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

Collaborative planning occurs once a week and is guided by the instructional coach. Within these planning sessions teachers collaborate to create engaging lessons. In addition, teachers participate in a PLC meeting once a week that is led by the department chair. Within the PLC, teachers are able to share best practices, analyze articles and review student work. Lastly, teachers attend team meetings twice a week. Within these meetings they are able to collaboratively plan activities for their grade level students. Also, they share ways that they deter misbehavior in their classrooms to increase student participation and achievement.

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

The principal of the school actively recruits Teach for America teachers for open vacancies. New teachers and early career teachers meet with their respective department chairs and mentors on a weekly basis.

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

New and early career teachers are provided with time to meet with their mentors and department chairs during common planning and department meetings. New teachers are tiered by their respective coaches and participate in the coaching continuum.

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

Teachers attend collaborative planning once a week with their instructional coach. Within these planning sessions the department unpacks the standards and creates lesson plans that are aligned to the Florida standards.

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

Within our common planning sessions, teachers identify the standards that students are weak on overall as well as individually. Teachers use this information to determine what will be remediated through whole group and small group instruction. When reteaching happens in small groups, students are grouped according to the standard that they are weak in and the teacher leads that group. The other groups will be student led groups that will review the same standard at a higher level.

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

Strategy: Extended School Day

Minutes added to school year: 3,000

The after-school program will provide homelearning assistance to students (including ESOL and ESE students) and enrichment activities.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre- and post- testing will be conducted by tutors to determine learning gains in the areas of reading and math.

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

N/A

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

The school has a certified counselor; a magnet lead teacher; reading, math, and science coaches, as well as certified teachers and administrators that meet with the students and their parents to discuss and plan for the classes from which the students will benefit the most.

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

The school provides students with computer education classes that help them improve their computer skills and expose them to different fields, such as web and graphic design, math, reading, and multimedia implementation. These classes help the students practice skills that they can use in their everyday life as well as in their future.

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

The school offers to the students and their families: parent-teacher meetings/ conferences, high school articulation field trips, a career fair, a magnet fair, a high-school fair, a state-wide college tour, and assemblies with speakers from different businesses.

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.

G2. The school will increase student achievement in Reading, Writing, Math and Science, and for the EOC for Algebra I on the FSA 2014-2015 by improving core instruction.

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. **1a**

 G050882

Targets Supported **1b**

Indicator

Annual Target

Resources Available to Support the Goal **2**

- Built in Common Planning, Peer reflection during planning meetings, Utilization of observational teachers, Coaching Cycles, Weekly Administrative Walk Throughs, and School-based Professional Development, ETO CSS and Scholastic implementation instructional support.

Targeted Barriers to Achieving the Goal **3**

- Literacy teachers are grappling with the new Language Arts Florida Standards (LAFS) and developing rigorous lessons that lead to mastery of the learning targets and promote critical reading, writing, and academic student discourse required by the standards.

G2. The school will increase student achievement in Reading, Writing, Math and Science, and for the EOC for Algebra I on the FSA 2014-2015 by improving core instruction. 1a

 G050600

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Math - African American	57.0
AMO Math - ED	58.0
AMO Math - ELL	49.0
AMO Math - Hispanic	61.0
AMO Math - SWD	47.0
AMO Math - White	66.0
AMO Reading - All Students	59.0
AMO Reading - ED	58.0
AMO Reading - ELL	44.0
AMO Reading - Hispanic	63.0
AMO Reading - SWD	53.0
AMO Reading - White	59.0
FSA - English Language Arts - Proficiency Rate	
FAA Mathematics Proficiency	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Mathematics: Common Planning, Instructional coach, iPrep Math Facilitator, Curriculum Support Specialist, Illustrative Mathematics items, Unwrapping the Standards worksheet, Carnegie-Mathia textbook and software, McGraw Hill textbook & Resources, Ready textbook & Resources, iReady Reflex Math, Edgenuity, ETO Lesson Plan Template, Qualitative/Quantitative Data.
- Literacy: Built in Common Planning, Peer reflection during planning meetings, Utilization of observational teachers, Coaching Cycles, Weekly Administrative Walk Throughs, and School-based Professional Development, ETO CSS and Scholastic implementation instructional support.
- Administration, Science Coach, ETO support, FDOE DA Support, PBS, Promethean Boards, Common Planning, interactive notebooks, ETO Middle School online resources, J&J Bootcamp.
- Reading Coach, ETO Curriculum Support Specialist, State School Improvement Specialist, Tablets, WIFI, Promethean Boards, ETO Pacing Guides and Resources, including Item Specifications and Planning Cards, Literacy Strategies.

Targeted Barriers to Achieving the Goal 3

- There is a lack of evidence of effective lesson planning at the rigor expected under MAFS as observed during the delivery of instruction.
- Literacy teachers are grappling with the new Language Arts Florida Standards (LAFS) and developing rigorous lessons that lead to mastery of the learning targets and promote critical reading, writing, and academic student discourse required by the standards.

- Teachers engage in excessive teacher talk. Students are provided with limited opportunities to engage in collaborative discourse about the science content being learned. This prevents students from being able to fully expand and affirm their understanding of science concepts.
- Teachers are grappling with releasing ownership to student, which has resulted in limited probing and written end products. This creates a barrier to the student creating authentic written work, which stems from a lack of planning with the end in mind.

Plan to Monitor Progress Toward G2. 8

Student achievement will be monitored through topic and interim assessments.

Person Responsible

Schedule

Evidence of Completion

Student achievement will increase when compared to the baseline, topic and interim 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. 1

 **G050882**

G1.B1 Literacy teachers are grappling with the new Language Arts Florida Standards (LAFS) and developing rigorous lessons that lead to mastery of the learning targets and promote critical reading, writing, and academic student discourse required by the standards. **2**

 **B127614**

G1.B1.S1 Effective Planning and Instructional Delivery **4**

 **S139748**

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 **5**

Provide professional development during common planning and in faculty meetings on unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to meet the expectations of the standards. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporated writing.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"PD Agenda Department/Faculty Meeting Agendas Common Planning Products"

Action Step 2 5

Provide coaching on the instructional delivery of rigorous lessons that are created during common planning. Model instructional practices that promote academic student discourse, and scaffold instruction that meets the expectations of the standards.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"Common Planning Agenda Common Planning Products Administrative Observation"

Action Step 3 5

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Ethel Selwood


Schedule

Evidence of Completion

G2. The school will increase student achievement in Reading, Writing, Math and Science, and for the EOC for Algebra I on the FSA 2014-2015 by improving core instruction. **1**

 G050600

G2.B1 There is a lack of evidence of effective lesson planning at the rigor expected under MAFS as observed during the delivery of instruction. **2**

 B126730

G2.B1.S1 Standards Based Instruction & Effective Lesson Planning with embedded Rituals & Routines.

4

 S139735

Strategy Rationale

Utilize the Mathematics Florida Standards when planning for and delivering instruction and ensuring lesson plans clearly delineate activities/procedures, with rituals & routines for every minute of the instructional block.

Action Step 1 **5**

Utilize common planning sessions to unpack the MFS.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Common Planning Roster, Completed unpacking worksheet, changes in lesson planning and delivery

Action Step 2 **5**

Utilize common planning sessions to model Inquiry Labs from the worktext for grade level teams and plan the corresponding lesson.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Common Planning Roster, Common Planning products, Lesson plans

Action Step 3 5

ETO CSS and Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with delivering lessons with concrete-representational-abstract meaning development and conduct coaching cycles.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Note-taking/Note-making sheets for teachers, coaching log documentation

Action Step 4 5

The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and determine look-fors as they conduct their walkthroughs as a follow-up to the support work provided by the math coach

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Administrative walkthrough logs

Action Step 5 5

Conduct collaborative planning sessions to plan for rituals and routines as well as incorporate the rigor and depth of the Mathematics Florida Standards (MAFS) and analyze/disaggregate multiple data points (e.g., Carnegie Learning Mathia software and Student Text, Exit Slips, District Topic Assessments, Teacher-created Assessments, student reflections, teacher observations, etc.) to plan iModules (lesson plans) and data-guided, teacher-led workshops (explicit instruction) that personalizes learning for students while maintaining a data tracking tool (e.g., WWW Form) to progress monitor students.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Lesson plans (iModules), data binder, WWW Forms, data-driven teacher-led workshops

Action Step 6 5

Implement effective rituals and routines as well as daily data-guided, teacher-led workshops (explicit instruction) using the rigor and focus of the MAFS and the Carnegie Learning blended curriculum that personalizes learning for individual students.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

"Lesson plans (iModules), WWW Forms, data-driven teacher-led workshops, student work samples "

Action Step 7 5

Conduct collaborative planning sessions to unpack the standards to be able to incorporate the rigor and depth that is necessary to meet the MAFS.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Sign-in sheet, unpacking the standards end product

Action Step 8 5

Conduct weekly classroom walk-throughs using the iPrep Math Implementation Fidelity Rubric (IFR) to monitor the effectiveness of the rituals and routines as well as data-guided, teacher-led workshops (explicit instruction) that personalizes learning for students.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Classroom walk-through tool, lesson plans (iModules), WWW Forms, student work samples

Action Step 9 5

The administrative team, math coach, iPrep Math personnel, and ETO personnel will conduct classroom walkthroughs to assess the effectiveness of the action plan and identify additional barriers to address.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

"Administrative walkthrough logs Changes in lesson development and delivery practices
Identified focus for AP2"

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

Administrative walkthroughs and debriefings

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"Administrative walkthrough logs Changes in lesson development and delivery practices Identified focus for AP2"

G2.B6 Teachers engage in excessive teacher talk. Students are provided with limited opportunities to engage in collaborative discourse about the science content being learned. This prevents students from being able to fully expand and affirm their understanding of science concepts. 2

 B127618

G2.B6.S1 Increase Rigor and Higher Order Thinking Skills 4

 S139755

Strategy Rationale

Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

Action Step 1 5

"1. During common planning the science coach will guide teachers to include a variety of higher order thinking questions and probing techniques into their lesson plans.
o All teachers must actively participate in the common planning.
o Principal and assistant principal must actively participate in the common planning.
"

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "

Action Step 2 5

2. Plan, review, and implement science lessons during common planning in order to discuss higher order questions that will be asked as well as the desired student responses.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "

Action Step 3 5

3. Infuse a variety of Higher Order Thinking questions into the Planning and delivery of Science instruction

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "

Action Step 4 5

4. Teachers will implement lesson plans that include a variety of higher order thinking strategies and will monitor students as they work in order to hold them accountable.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "

Action Step 5 5

"5. Assistant Principal and Instructional Coach will conduct walkthroughs to follow up on implementation of lesson plans that include a variety of higher order thinking questions .
o AP and coach will debrief to identify teachers in need of additional support.
"

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Walkthrough documentation o Detailed lesson plans o Teacher's fidelity to instructional pacing "

Action Step 6 5

"6. Instructional Coach will plan support to be provided by completing a coaching work plan for teachers in need of additional support. Instructional Coach will then conduct coaching cycles.
o Teachers struggling with all or several components of the lesson plans that include a variety of higher order thinking questions should receive a full cycle on effective execution of a complete effective lesson.
o Teachers struggling with only a particular portion of the lesson should receive a full cycle on only that component.
o Assistant Principal will continue to monitor the implementation of effective rigorous lessons for agreed upon teachers whose execution was observed to be exemplary.
"

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Coaching work plan o Coaching calendar o Coaching log "

Action Step 7 5

"7. ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach.

o Principal and Assistant Principal should actively participate in ETO team members' debriefings with Instructional Coach.

"

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o ETO feedback and reflection on support document o Instructional Coach reflections on coaching logs o Administrative reflections on coaching logs "

Action Step 8 5

"8. Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of effective lessons for teachers who received coaching cycles, following the completion of the coaching cycles.

o ETO Support Team will conduct walkthroughs to assess the improvement in the implementation of effective lesson plans for teachers who are receiving or who have received coaching cycles, during school site visits.

"

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"o Walkthrough documentation o Administrative feedback and reflection on coaching logs o ETO feedback and reflection on support document "

Action Step 9 5

9. Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of effective lesson plans in each classroom.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Administrative walkthroughs and debriefing with coaches and teachers.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Walkthrough logs and debriefing agendas

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B9 Teachers are grappling with releasing ownership to student, which has resulted in limited probing and written end products. This creates a barrier to the student creating authentic written work, which stems from a lack of planning with the end in mind. 2

 B127621

G2.B9.S1 Through common planning, teachers will plan lessons that culminate with written end-products that demonstrate mastery of daily learning targets. Within lessons, teachers will plan for checks-for-understanding and student-accountable talk throughout whole-group portion of lesson. Following the delivery of lessons, teachers will share and analyze these end-products to determine whether learning targets are truly being mastered. 4

 S139757

Strategy Rationale

Effective common planning and monitoring of instruction will impact systematic change.

Action Step 1 5

Through common planning, CSS will facilitate a PD on how to plan for written end products in social studies, including strategies like the REST or RAFT. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning. (If possible, this will take place during third period planning if substitute coverage can be provided for two teachers without planning).

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

"CSS Log Materials from Presentation (Agenda, Sign-In Sheet, Student Work Sample) "

Action Step 2 5

Teachers will bring student work samples from previous week as well as the item specifications from the NGSSS/Florida Standards that the student work addressed. Coach will facilitate discussion regarding whether current work produced is meeting item specifications of EOC/LAFS.

Person Responsible

Fredlynn Pericles

Schedule

Evidence of Completion

Action Step 3 5

Instructional coach and social studies teachers will examine item specifications for upcoming content (for 6th and 8th grade, this should entail LAFS), and align their lessons to address the item specifications. These lessons should be focused around using the GRRM to create a written-end product that demonstrates mastery of the learning target.

Person Responsible

Fredlynn Pericles

Schedule

Evidence of Completion

"Coaching Log Common Planning Agenda & Sign-In"

Action Step 4 5

Instructional coach will conduct observations to identify teachers in need of additional support in creating and delivering lessons that are aligned to NGSSS Benchmarks, Florida Standards and item specifications.

Person Responsible

Fredlynn Pericles

Schedule

Evidence of Completion

"Note-Taking Note Making Coaching Log"

Action Step 5 5

Instructional Coach and CSS will conduct coaching cycles with teachers identified as needing additional support.

Person Responsible

Fredlynn Pericles

Schedule

Evidence of Completion

"CSS Log Coaching Log Instructional Materials (lessons plans, end products)"

Action Step 6 5

Administration will conduct walkthroughs to determine teachers in need of additional support in creating and delivering lessons that are aligned to item specifications, and direct coach with next steps to support identified teachers.

Person Responsible

Fredlynn Pericles

Schedule

Evidence of Completion

"Administrative Reflections Walkthrough Documentation "

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Administrative walkthroughs and debriefing with coaches and teachers.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Walkthrough logs and debriefing agendas.

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Person Responsible**Schedule****Evidence of Completion****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
G2.B1.S1.A1	Utilize common planning sessions to unpack the MFS.	Wilson, Cindy	10/10/2014	Common Planning Roster, Completed unpacking worksheet, changes in lesson planning and delivery	weekly
G1.B1.S1.A1	Provide professional development during common planning and in faculty meetings on unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to meet the expectations of the standards. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporated writing.	Selwood, Ethel	11/26/2014	"PD Agenda Department/Faculty Meeting Agendas Common Planning Products"	weekly
G2.B6.S1.A1	"1. During common planning the science coach will guide teachers to include a variety of higher order thinking questions and probing techniques into their lesson plans. o All teachers must actively participate in the common planning. o Principal and assistant principal must actively participate in the common planning. "	Selwood, Ethel	10/14/2014	"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "	weekly
G2.B9.S1.A1	Through common planning, CSS will facilitate a PD on how to plan for written end products in social studies, including strategies like the REST or RAFT. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning. (If possible, this will take place during third period planning if substitute coverage can be provided for two teachers without planning).	Selwood, Ethel	10/10/2014	"CSS Log Materials from Presentation (Agenda, Sign-In Sheet, Student Work Sample) "	monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Utilize common planning sessions to model Inquiry Labs from the worktext fro grade level teams and plan the corresponding lesson.	Wilson, Cindy	10/17/2014	Common Planning Roster, Common Planning products, Lesson plans	weekly
G1.B1.S1.A2	Provide coaching on the instructional delivery of rigorous lessons that are created during common planning. Model instructional practices that promote academic student discourse, and scaffold instruction that meets the expectations of the standards.	Selwood, Ethel	10/14/2014	"Common Planning Agenda Common Planning Products Administrative Observation"	daily
G2.B6.S1.A2	2. Plan, review, and implement science lessons during common planning in order to discuss higher order questions that will be asked as well as the desired student responses.	Selwood, Ethel	10/21/2014	"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "	weekly
G2.B9.S1.A2	Teachers will bring student work samples from previous week as well as the item specifications from the NGSSS/Florida Standards that the student work addressed. Coach will facilitate discussion regarding whether current work produced is meeting item specifications of EOC/LAFS.	Pericles, Fredlynn	10/17/2014		weekly
G2.B1.S1.A3	ETO CSS and Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with delivering lessons with concrete-representational-abstract meaning development and conduct coaching cycles.	Wilson, Cindy	11/14/2014	Note-taking/Note-making sheets for teachers, coaching log documentation	daily
G1.B1.S1.A3	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Selwood, Ethel	11/26/2014		weekly
G2.B6.S1.A3	3. Infuse a variety of Higher Order Thinking questions into the Planning and delivery of Science instruction	Selwood, Ethel	10/10/2014	"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "	daily
G2.B9.S1.A3	Instructional coach and social studies teachers will examine item specifications for upcoming content (for 6th and 8th grade, this should entail LAFS), and align their lessons to address the item specifications. These lessons should be focused around using the GRRM to create a written-end product that demonstrates mastery of the learning target.	Pericles, Fredlynn	10/17/2014	"Coaching Log Common Planning Agenda & Sign-In"	weekly
G2.B1.S1.A4	The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and determine look-fors as they conduct their walkthroughs as a follow-up to the support work provided by the math coach	Wilson, Cindy	11/21/2014	Administrative walkthrough logs	weekly
G2.B6.S1.A4	4. Teachers will implement lesson plans that include a variety of higher order thinking strategies and will monitor students as they work in order to hold them accountable.	Selwood, Ethel	10/23/2014	"o Completed detailed lesson plans o Common Board Configuration o Teacher's fidelity to instructional pacing "	daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B9.S1.A4	Instructional coach will conduct observations to identify teachers in need of additional support in creating and delivering lessons that are aligned to NGSSS Benchmarks, Florida Standards and item specifications.	Pericles, Fredlynn	10/17/2014	"Note-Taking Note Making Coaching Log"	weekly
G2.B1.S1.A5	Conduct collaborative planning sessions to plan for rituals and routines as well as incorporate the rigor and depth of the Mathematics Florida Standards (MAFS) and analyze/ disaggregate multiple data points (e.g., Carnegie Learning Mathia software and Student Text, Exit Slips, District Topic Assessments, Teacher-created Assessments, student reflections, teacher observations, etc.) to plan iModules (lesson plans) and data-guided, teacher-led workshops (explicit instruction) that personalizes learning for students while maintaining a data tracking tool (e.g., WWW Form) to progress monitor students.	Wilson, Cindy	10/15/2014	Lesson plans (iModules), data binder, WWW Forms, data-driven teacher-led workshops	weekly
G2.B6.S1.A5	"5. Assistant Principal and Instructional Coach will conduct walkthroughs to follow up on implementation of lesson plans that include a variety of higher order thinking questions . o AP and coach will debrief to identify teachers in need of additional support. "	Selwood, Ethel	10/23/2014	"o Walkthrough documentation o Detailed lesson plans o Teacher's fidelity to instructional pacing "	weekly
G2.B9.S1.A5	Instructional Coach and CSS will conduct coaching cycles with teachers identified as needing additional support.	Pericles, Fredlynn	11/26/2014	"CSS Log Coaching Log Instructional Materials (lessons plans, end products)"	biweekly
G2.B1.S1.A6	Implement effective rituals and routines as well as daily data-guided, teacher-led workshops (explicit instruction) using the rigor and focus of the MAFS and the Carnegie Learning blended curriculum that personalizes learning for individual students.	Wilson, Cindy	10/16/2014	"Lesson plans (iModules), WWW Forms, data-driven teacher-led workshops, student work samples "	weekly
G2.B6.S1.A6	"6. Instructional Coach will plan support to be provided by completing a coaching work plan for teachers in need of additional support. Instructional Coach will then conduct coaching cycles. o Teachers struggling with all or several components of the lesson plans that include a variety of higher order thinking questions should receive a full cycle on effective execution of a complete effective lesson. o Teachers struggling with only a particular portion of the lesson should receive a full cycle on only that component. o Assistant Principal will continue to monitor the implementation of effective rigorous lessons for agreed upon teachers whose execution was observed to be exemplary. "	Selwood, Ethel	11/14/2014	"o Coaching work plan o Coaching calendar o Coaching log "	weekly
G2.B9.S1.A6	Administration will conduct walkthroughs to determine teachers in need of additional support in creating and delivering lessons that are aligned to item specifications, and direct coach	Pericles, Fredlynn	11/26/2014	"Administrative Reflections Walkthrough Documentation "	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	with next steps to support identified teachers.				
G2.B1.S1.A7	Conduct collaborative planning sessions to unpack the standards to be able to incorporate the rigor and depth that is necessary to meet the MAFS.	Wilson, Cindy	10/17/2014	Sign-in sheet, unpacking the standards end product	weekly
G2.B6.S1.A7	"7. ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach. o Principal and Assistant Principal should actively participate in ETO team members' debriefings with Instructional Coach. "	Selwood, Ethel	10/1/2014	"o ETO feedback and reflection on support document o Instructional Coach reflections on coaching logs o Administrative reflections on coaching logs "	weekly
G2.B1.S1.A8	Conduct weekly classroom walk-throughs using the iPrep Math Implementation Fidelity Rubric (IFR) to monitor the effectiveness of the rituals and routines as well as data-guided, teacher-led workshops (explicit instruction) that personalizes learning for students.	Wilson, Cindy	11/26/2014	Classroom walk-through tool, lesson plans (iModules), WWW Forms, student work samples	weekly
G2.B6.S1.A8	"8. Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of effective lessons for teachers who received coaching cycles, following the completion of the coaching cycles. o ETO Support Team will conduct walkthroughs to assess the improvement in the implementation of effective lesson plans for teachers who are receiving or who have received coaching cycles, during school site visits. "	Selwood, Ethel	11/14/2014	"o Walkthrough documentation o Administrative feedback and reflection on coaching logs o ETO feedback and reflection on support document "	weekly
G2.B1.S1.A9	The administrative team, math coach, iPrep Math personnel, and ETO personnel will conduct classroom walkthroughs to assess the effectiveness of the action plan and identify additional barriers to address.	Wilson, Cindy	11/26/2014	"Administrative walkthrough logs Changes in lesson development and delivery practices Identified focus for AP2"	weekly
G2.B6.S1.A9	9. Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of effective lesson plans in each classroom.	Selwood, Ethel	10/10/2014		weekly
G2.MA1	Student achievement will be monitored through topic and interim assessments.		Student achievement will increase when compared to the baseline, topic and interim assessments.	one-time	
G2.B1.S1.MA1	Administrative walkthroughs and debriefings	Selwood, Ethel	"Administrative walkthrough logs Changes in lesson development and delivery practices Identified focus for AP2"	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B6.S1.MA1	[no content entered]			one-time	
G2.B6.S1.MA1	Administrative walkthroughs and debriefing with coaches and teachers.	Selwood, Ethel	10/14/2014	Walkthrough logs and debriefing agendas	weekly
G2.B6.S1.MA2	[no content entered]			one-time	
G2.B9.S1.MA1	Administrative walkthroughs and debriefing with coaches and teachers.	Selwood, Ethel	10/10/2014	Walkthrough logs and debriefing agendas.	weekly
G2.B9.S1.MA2	[no content entered]			one-time	

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.

G2. The school will increase student achievement in Reading, Writing, Math and Science, and for the EOC for Algebra I on the FSA 2014-2015 by improving core instruction.

G2.B1 There is a lack of evidence of effective lesson planning at the rigor expected under MAFS as observed during the delivery of instruction.

G2.B1.S1 Standards Based Instruction & Effective Lesson Planning with embedded Rituals & Routines.

PD Opportunity 1

Conduct collaborative planning sessions to unpack the standards to be able to incorporate the rigor and depth that is necessary to meet the MAFS.

Facilitator

Participants

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