# 2014-2015 SCHOOL IMPROVEMENT PLAN
# [ DRAFT ]

## Pinellas Park Middle School

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# SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

The mission of Pinellas Park Middle School is to achieve maximum potential within the academic disciplines, in order to provide a world-class education to students, while ensuring they have social interactions with relevance to the real world.

**Provide the school's vision statement**

Pinellas Park Middle School's vision is100% student success.

#### School Environment

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

Pinellas Park Middle School core values relate around the principles of respect, continuous learning, and collegiality - not only with faculty/staff interactions, but also student interactions. Teachers and staff are asked to build relationships with their students through positive interactions and working to de-escalate situations rather than to escalate them. With instructional practices, teachers are expected to work to make their lesson relevant to the students they teach. In order to develop relationships and learn about their students' culture, teachers are asked to provide mentoring services through each grade level team - particularly students who have shown signs of concern related to discipline, attendance, and academics difficulties. In order to make sure our faculty and staff recognizes and understands the unique cultures of all of our students, we will provide necessary professional development on culturally-responsive teaching, as well as behavior-modification strategies.

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

Pinellas Park Middle School strives to create a school environment in which students want to come to school, want to be in class, and want to have a voice. Our faculty and staff creates opportunities for students to come and talk to them about things going on in their lives that are difficult for them to sort through. Mentoring service clubs, such as the 5000 Role Models of Excellence Program and the Girlfriends club, meet once every two weeks with students who volunteered for the programs to learn about social, personal, and career skills. Many teachers open up their classrooms during their lunch period as a safe place for students to eat their lunch or to get additional help with class work. PPMS offers several sports programs for boys and girls, including volleyball, basketball, and track and field. Other extracurricular clubs PPMS offers includes: Science/STEM club, Drama club, National Junior Honor Society, jazz band, chorus, gardening club, and Student Council.

**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**

Pinellas Park Middle School is a Positive Behavior Support school, meaning we place emphasis on students who do what is expected of them. PPMS has a clearly defined process for expectations of appropriate behavior in the classroom and other common areas around campus. Teachers receive

training at the beginning of the school year on how to create and establish a culture of learning in their classroom as well as how to create a behavioral management plan. A school-wide discipline plan has been created and is shared with faculty and staff to have consistency in the consequences rendered for inappropriate behavior.

**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**

Pinellas Park Middle School strives to create a school environment in which students feel safe and want to come to school each day focused on learning. In order to support this environment, PPMS is staffed with a full-time Campus Activities Monitor, a full-time School Resource Deputy, a full-time Behavior Specialist, and two Violence Prevention Specialists through the Juvenile Welfare Board. Along with the guidance counselors and administrative personnel, the individuals listed above provide a multitude of services to our students, including providing one on one and small-group counseling, mediation, and mentoring.

## 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**

Pinellas Park Middle School looks at several factors to identify our Early Warning Students:
- Students whose attandance is is below 90% within the first 10 days of the school year and below 85% for the first 90 days of the school year,
- Students who have failed both Language Arts and Math during the previous school year (i.e. retained students),
- Students who have received more than 10 disciplinary referrals the preious school year, which of which at least one resulted in an out of school suspension.
- Students who have scored at Level 1 in either Reading or Math FCAT during the previous year.

**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 | Students |
|---|---|---|
| Attendance below 90 percent | 6 | 50 |
| Attendance below 90 percent | 7 | 65 |
| Attendance below 90 percent | 8 | 76 |
| | **Total** | **191** |
| One or more suspensions | 6 | 37 |
| One or more suspensions | 7 | 43 |
| One or more suspensions | 8 | 64 |
| | **Total** | **144** |
| | **Total** | |
| Level 1 on statewide assessment | 6 | 47 |
| Level 1 on statewide assessment | 7 | 75 |
| Level 1 on statewide assessment | 8 | 80 |
| | **Total** | **202** |

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

| Indicator | Grade | Students |
|---|---|---|
| Students exhibiting two or more indicators | 6 | 9 |
| Students exhibiting two or more indicators | 7 | 16 |
| Students exhibiting two or more indicators | 8 | 18 |
| | **Total** | **43** |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)**

Students exhibiting EWS criteria are closely monitored by our School-Based Intervention Team, which analyzes the school's Tier 2 processes for EWS students.
Level 1 students in math have been assigned an additional math course (e.g. intensive math) to help bring them up to grade level. This class is in conjunction with their on-grade level math course. Level 1 students in reading will be assigned a reading class (e.g. Read 180 / REACH) in addition to their Language Arts class.
Students who have a history of attendance problems will be closely monitored by our Attendance Specilaist. Parents of these students will receive an automated phone call anytime their child is absent from school. At 5 days, a letter will be mailed to the child's address. At 8 days of absence, the Attendance Specialist will make a visit the the student's home. Continued absences will result in the Attendance Specialist recommending the child to the truancy court.
Students with disciplinary concerns will be closely tracked by their assistant principal. Students will be placed on a Positive Behavior Intervention Plan to monitor their change of behavior. Rewards will be given for students with substantial behavioral improvements.

## 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*
No PIP plan available
This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

*Description*

Various approaches to increasing parental involvement at Pinellas Park Middle School:
- Open House/Back to School Nights
- School Messenger
- Parent Conferences
- 6th Grade Orientation
- School Newsletters
- Curriculum Fairs
- Title 1 Parent Survey (instructional prgrams, activities, etc.) - Parent input surveys will be used to

help inform
and drive school decisions.
- The re-launching of the school's PTSA (Thunderbird PTSA)
- Increasing the number of parents involved in the school's SAC
- Increase the opportunities for parents to see their children showcased for academic talents, performing arts
talents, and athletic talents.
- Use Community Liaison to link partners in the community to the 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**

Through the use and services of our Community Involvement Specialist, we work to build partnerships with the local businesses and communities. The Community Involvement Specialist visits local businesses and contacts them via telephone, and solicitation letters to support in school-wide activities such as seeking donations to reward students for academic, attendance, and behavioral accomplishments; having guest speakers speak to our students; and setting up field trips.

## 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 | Email |
| --- | --- | --- |
| Rosenberger, David | Principal | rosenbergerd@pcsb.org |
| Jones, Carlmon | Assistant Principal | jonescarl@pcsb.org |

**Duties**

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

Facilitator – generates agenda and leads team discussions
• Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
• Technology Specialist – brokers technology necessary to manage and display data
• Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as
storing a hard copy in a binder for all teachers to access
• Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

***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 School-Based Leadership Team will be responsible for analyzing and gathering student achievement data, attendance data, and discipline data and developing Tier 1 supports that fits the needs of all of our student population and supports our instructional initiatives. If and when students

or subgroups of students need more prescribed interventions, the SBLT will look to the School Based Intervention Team (Student Achievement and / or Student Engagement teams) to help prescribe Tier 2 and Tier 3 supports as needed.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to

prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Richard Priel | Parent |
| Janet Ruffin | Parent |
| Dave Rosenberger | Principal |
| Tiffany Davies | Parent |
| | Student |

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S***

*Evaluation of last year's school improvement plan*

Pinellas Park Middle School's school improvement initatives continues to be a work in progress. While PPMS showed slight gains (14 points) in student achievement overall, based on a comparison of FCAT assessments from the 12/13 school year and the 13/14 school year, the school grade remained a D.

*Development of this school improvement plan*

The School Advisory Council will be responsible for reviewing and revising the School Improvement Plan for the 2014-15 school year.

*Preparation of the school's annual budget and plan*

The School Advisory Council will be responsible for reviewing and amending the school's annual budget and plan for the 2014-15 school year.

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

School Advisory Council funds will be used to assist with purchasing resources, supplies, equipment that tie into teaching and learning in the classroom, as supported by the School Improvement Plan. The SAC budget is TBD.

***Verify that the school is in compliance with section 1001.452, F.S., 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)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

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

| Name | Title | Email |
|------|-------|-------|
| Rosenberger, David | Principal | rosenbergerd@pcsb.org |

### Duties

*Describe how the LLT promotes literacy within the school*

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, Math, and in electives.

## 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**

Pinellas Park Middle has worked hard to establish a faculty/staff culture of respect and collegiality. In doing so, teachers are encouraged to work together to commonly plan and develop engaging and challenging lessons to stretch student thinking. Teachers who exhibit best teaching practices are asked and encouraged to model their "expertise" for other teachers within their department, or within the school in order to build capacity. Teachers are recognized at department and school-wide faculty meetings to classroom and personal accomplishments they have earned throughout the school year. Administration has an "open door" policy with all faculty and staff.

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

- Regular meetings with district approved school-based mentors (Assistant Principals and Lead Teachers)
- Partnering new teachers with veteran staff (Assistant principals)
- Local district sponsored Job Fairs/Orientations (Principal & Assistant Principals)
- District On-line Winocular system

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

Administration will be responsible for selecting veteran teachers and appropriately pairing them with new teachers to PPMS. New teachers to PPMS will be strategically partnered with a veteran teacher:
- within the same department
- close in proximity
- good personality fits

## 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*

The teachers of PPMS - from all core departments - have participated in extensive trainings during the summer of 2014 to ensure their teaching practices are aligned to the new Florida Standards. The administrative team has also participated in professional development activities designed to help

progress-monitor the teachers on the effective implementation of the Floridas Standards. Instructional coaches will assist in the effective implementation of this expectation by facilitating PLCs, visiting classrooms, and working one on one with teachers. Teachers will be asked to attend booster subject-related PD throughout the year as offered by the school district.

## 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***

Pinellas Park Middle School uses student achievement data to differentiate instruction:
Students are placed in advanced, regular, and/or intensive classes for the subjects for Language Arts, Reading, and Mathematics
based off of previous FCAT scores.
1. Students scoring at achievement level 1 or 2 on the Reading FCAT will have a regular Language Arts class in addition to an intensive reading class (L1 students will have Read 180/REACH; Level 2 students will have Intensive Reading or possible on grade level Reading class). Level 3 students will be placed in a regular Language Arts class and an on grade level Reading class. Levels 4 and 5 students will be placed in an advanced Language Arts class. Some of our L4 and L5 students may have on grade level reading, depending on prior scores, all Pre-AICE 6th and 7th have Advanced Reading, but many have a CAR-PD elective class.
2. Students scoring at a level 1 on the Mathematics FCAT will have a regular math class and an intensive math class. A student scoring at a level 2 will have a traditional math class (with additional supplemental supports in place). A student scoring at a level 3 or higher will be placed in an advanced math class.

***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 type:** Extended School Day

**Minutes added to school year:** 9,000

### *Strategy Purpose(s)*

- Core Academic Instruction

### *Strategy Description*

Remediation and tutoring for targeted students in core academic classes.

### *Strategy Rationale*

The Extended Learning Program will be available for students before school and after school in order to make up courses they have failed in order to gain credits needed for promotion.

***Person(s) responsible for monitoring implementation of the strategy***
Rosenberger, David, rosenbergerd@pcsb.org

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

Attendance data for the number of students attending is monitored and reviewed;
Progress monitoring for student achievement is analyzed and monitored through course mod completion to determine if a student has passed the course and earned the desired credit(s).

### 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*

N/A

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

N/A

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

N/A

*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), F.S*

N/A

## School Improvement Goals

## Goals Summary

**G1.** (Bradley MOU) Student achievement for our black students will increase when culturally-responsive teaching practices are infused, along with an implementation of data-responsive, standards-based instruction occurs in all classrooms.

**G2.** If all of our teachers implement rigorous, standards-based lessons, which includes using data-responsive instruction to differentiate to meet the needs of all of our students, then proficency will increase in all content areas.

## Goals Detail

**G1.** (Bradley MOU) Student achievement for our black students will increase when culturally-responsive teaching practices are infused, along with an implementation of data-responsive, standards-based instruction occurs in all classrooms.

### Targets Supported

| Indicator | Annual Target |
|---|---|
| AMO Targets Math - African American | 49.0 |
| AMO Targets Reading - African American | 48.0 |

### Resources Available to Support the Goal

- Standards-aligned curriculum

- Pacing/curriculum guides

- Professional Development (culturally-responsive teaching, best teaching practices, WICOR, etc.)

- Insturction program supports: software based

- Title I

- District assessments

- Classroom formative assessments

- Extended learning opportunities (before and after school)

### Targeted Barriers to Achieving the Goal

- Misinformed perceptions some faculty members have as it relates to communicating, engaging, and teaching black students.

| *Plan to Monitor Progress Toward the Goal* | |
|---|---|
| Collect, analyze, revise teacher's Individual Professional Development Plan; visiting classrooms and collecting data, teacher conferences on instructional practices and lessons presented; survey teachers on their current level of implementation on CRT practices; review and analyze FAIR, Performance Matters, and report card grade data | |
| *Person Responsible* | David Rosenberger |
| *Schedule* | Biweekly, from 08/18/2014 to 06/02/2015 |
| *Evidence of Completion* | Classroom walkthrough data; student work; district assessment data shows improved performance for black students compared to other races; teacher feedback; PLC attendance logs; professional development attendance logs |

**G2.** If all of our teachers implement rigorous, standards-based lessons, which includes using data-responsive instruction to differentiate to meet the needs of all of our students, then proficency will increase in all content areas.

### Targets Supported

| Indicator | Annual Target |
|---|---|
| AMO Targets Math - All Students | 57.0 |
| AMO Targets Reading - All Students | 60.0 |
| FCAT 2.0 Science % Proficient | 40.0 |

### Resources Available to Support the Goal

- Standards-aligned curriculum

- Pacing/curriculum guides

- Professional Development

- Instructional program supports: software/web-based

- Title I Hourly Teachers

- District Assessments

- Formative Assessments

### Targeted Barriers to Achieving the Goal

- Lack of instructional best practices (i.e. setting learning goals and using scales to introduce rigorous tasks; identifying learning criteria; assess prior learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; ; providing teacher-specific feedback; peer/self-assessment; rubrics; etc.)

| *Plan to Monitor Progress Toward the Goal* | |
|---|---|
| Collect, analyze, revise teacher's Individual Professional Development Plan; visiting classrooms and collecting data, teacher conferences on instructional practices and lessons presented; survey teachers on their current level of implementation on instructional practices; review and analyze FAIR and FCAT data | |
| *Person Responsible* | |
| *Schedule* | On 08/18/2014 |
| *Evidence of Completion* | Classroom walkthrough data; student work; district assessment data shows improved performance; teacher feedback; PLC attendance logs; professional development attendance logs |

## Action Plan for Improvement of SIG-Targeted Schools

**Problem Solving Key**

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

**G1.** (Bradley MOU) Student achievement for our black students will increase when culturally-responsive teaching practices are infused, along with an implementation of data-responsive, standards-based instruction occurs in all classrooms.

**G1.B1** Misinformed perceptions some faculty members have as it relates to communicating, engaging, and teaching black students.

**G1.B1.S1** Make faculty aware of the diverse population of our black population.

### Strategy Rationale

Inform faculty that although black students look the same on the outside, their cultures are varied (i.e. different ethnicities, environmental factors, interests, etc.) and because of these varying cultures, the "one size does fits all" apporach does not always work.

| Action Step 1 | |
|---|---|
| Engage faculty in professional development opportunities relating to culturally-responsive teaching. | |
| **Person Responsible** | Carlmon Jones |
| **Schedule** | Quarterly, from 08/11/2014 to 06/02/2015 |
| **Evidence of Completion** | Observed use of strategies offered during professional development; PD attendance rosters |

| Plan to Monitor Fidelity of Implementation of G1.B1.S1 | |
|---|---|
| Collect, analyzew, and review teacher's Individual Professional Development Plan; visiting classrooms and collecting CWT data; teacher conferences on instructional practices and lessons presented and classroom management plan; attending PLCs / review of PLC minutes; survey teachers on their current level of implementation on CRT practices. | |
| **Person Responsible** | David Rosenberger |
| **Schedule** | Weekly, from 08/18/2014 to 06/02/2015 |
| **Evidence of Completion** | Observed evidence of strategies taken from PD during classroom walkthroughs and in lesson plans; student work; district assessment data shows improved performance for black students as compared to other races. |

| ***Plan to Monitor Effectiveness of Implementation of G1.B1.S1*** | |
|---|---|
| Attend PLC meetings and / or review PLC minutes; review of teacher lesson plans that show CRT practices and differentiation | |
| ***Person Responsible*** | David Rosenberger |
| ***Schedule*** | Biweekly, from 08/18/2014 to 06/02/2015 |
| ***Evidence of Completion*** | Classroom walkthrough data; teacher survey data; student work; district assessment data shows improved performance for black students compared to other races; PLC attendance logs; |

**G2.** If all of our teachers implement rigorous, standards-based lessons, which includes using data-responsive instruction to differentiate to meet the needs of all of our students, then proficency will increase in all content areas.

**G2.B1** Lack of instructional best practices (i.e. setting learning goals and using scales to introduce rigorous tasks; identifying learning criteria; assess prior learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; ; providing teacher-specific feedback; peer/self-assessment; rubrics; etc.)

**G2.B1.S1** Build capacity of teachers to implement rigorous standards-based lessons.

**Strategy Rationale**

| ***Action Step 1*** | |
|---|---|
| Engaging in site-based and district-based professional development. | |
| ***Person Responsible*** | |
| ***Schedule*** | Monthly, from 08/11/2014 to 06/02/2015 |
| ***Evidence of Completion*** | Observed use of strategies offered during professional development; walkthrough data; PD attendance rosters; MoodleLMS transcripts |

| ***Action Step 2*** | |
|---|---|
| Use common planning time to work collaboratively and collectively develop rigorous standards-based lessons. | |
| ***Person Responsible*** | |
| ***Schedule*** | Weekly, from 08/11/2014 to 06/02/2015 |
| ***Evidence of Completion*** | Lesson plans, Classroom walkthrough data, common planning logs, Common Planning Protocol. |

| Action Step 3 |
|---|

Instructional coaches will work with teachers via differentiated coaching cycles in order to assist them in the development and implementation of instructional best practices.

| Person Responsible | |
|---|---|
| Schedule | Quarterly, from 08/11/2014 to 06/02/2015 |
| Evidence of Completion | Coaching logs, walk through data, feedback from teachers |

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

Collect, analyze, revise teacher's Individual Professional Development Plan; visiting classrooms and collecting CWT data, teacher conferences on instructional practices and lessons presented; attending PLCs / reviewing PLC minutes; survey teachers on their current evel of implementation on instructional practices.

| Person Responsible | David Rosenberger |
|---|---|
| Schedule | On 08/18/2014 |
| Evidence of Completion | Observed evidence of strategies taken from PD during classroom walkthroughs and in lesson plans; student work; data walls in classrooms; district assessment data shows improved performance |

| Plan to Monitor Effectiveness of Implementation of G2.B1.S1 |
|---|

Attend PLC meetings or review PLC minutes; have teacher meetings; survey teachers on current level of implementation on instructional practices; classroom walkthroughs

| Person Responsible | David Rosenberger |
|---|---|
| Schedule | On 08/18/2014 |
| Evidence of Completion | Classroom walkthrough data; teacher survey data; student work; district assessment data shows improved performance; PLC attendance logs; |

## Professional Development

**For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Professional Development Table coming soon

## Technical Assistance

**For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Technical Assistance Table coming soon

## Budget Rollup

**Budget summary data as entered into the Problem Solving section of this plan:**

Budget Rollup Table coming soon