School Demographics

<table>
<thead>
<tr>
<th>School Type</th>
<th>Title I</th>
<th>Free/Reduced Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td>Yes</td>
<td>43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternative/ESE Center</th>
<th>Charter School</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>50%</td>
</tr>
</tbody>
</table>

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>C</td>
</tr>
</tbody>
</table>

School Board Approval

This plan is pending approval by the Pinellas 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](https://www.floridaCIMS.org).
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<td>74</td>
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<td>0</td>
</tr>
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</table>
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, B or C with at least one F in the prior three years
- 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-C 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)

**2015-16 DA Category and Statuses**

<table>
<thead>
<tr>
<th>DA Category</th>
<th>Region</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not In DA</td>
<td>4</td>
<td>Jim Browder</td>
</tr>
<tr>
<td>Former F</td>
<td></td>
<td>Turnaround Status</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Last Modified: 9/14/2015
Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tyrone Middle School will provide a safe and quality educational setting with engaging and rigorous classroom experiences that help create educated, respectful and responsible citizens who are prepared for college, career and life.

Provide the school's vision statement

Ensuring Achievement for ALL Students
Ensuring-Failure is not an option, for anyone and certain practices, methods, strategies and actions are in place to make sure.
Achievement-Knowledge gain is the currency of student success in a formative assessment system.
For All-Yes, even that one
Students-Kids first in all decision making. They are the reason we chose to become a teacher.

School Environment

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

Principal sets the expectation for teacher that we create positive, supportive relationships with students. Principal communicates the expectation to use the elements of Capturing Kids' Heart to foster relationships. FOCUS Time-the first 15 minutes of each day is designated to learn about students' cultures and build focused relationships between teachers and students. The entire school used the same lesson plans the first week of school for this FOCUS Time in order to orient students. Each teacher presents lessons designed to ensure all students know our school processes and expectations, and also create an opportunity for teachers and students to interact with culture building activities. This FOCUS time is designated to welcome each child to school, set a positive tone for the day, encourage a sense of community, send students into the day ready to learn and prompt the child to think about learning, participating and cooperating. The FOCUS time provides a structure where every student has the opportunity to connect with a supportive teacher each day.
Our school's Principal Multicultural Advisory Committee (PMAC) schedules monthly activities and shares lessons with the staff to use to increase leaning about the various student cultures represented at our school.
Demographic data is reviewed during the Data Analysis Professional Development provided during pre school and throughout the year in various Professional Learning Communities (PLCs).

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

All of our instructional staff, assistant principals, principal and staff developers attended Capturing Kids Heart Refresher Training during pre-school. The goal of this training is to increase the relational capacity on our campus. We will build and implement social contracts. The goal is to have self managing and self responsible people on our campus. We develop social contracts for the adults and students on campus.
Each of our classrooms have developed a social contract. Each period, for each class, students communicated how they will treat each other and agree to help each other follow what is decided. Between each hall change, all staff are expected to be present in the hallways. A campus monitor is on site and has a scheduled schedule to monitor the campus adequately and consistently.
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.

Our discipline plan is designed to reduce an over reliance on disciplinary referrals and loss of instructional time due to in and out of school suspension methods to manage student behavior. Part of the preparation for college and career is to learn appropriate social and behavioral skills. We ask all students to follow our Guidelines for Success: to be respectful, responsible and safe. All students are expected to behave in a manner that supports their own learning and the learning of their peers. A positive and proactive discipline plan starts with well-defined and communicated processes, routines and rules. During the first four weeks of school, the focus was effective establishment of classroom routines and procedures, as well as effective and positive relationships established. All classrooms were visited, focused feedback in these areas were provided. Teachers who evidenced a need for additional support was provided coaching by the behavior specialist or the MTSS staff developer.

Tyrone Middle School uses both Positive Behavior Support Systems as a foundation for classroom and school wide behavior systems. CHAMPS and STOIC structures are used to support our Tier 1 processes. TMS implements a token economy system where students earn Tallon Tickets for positive behaviors. Students use these bucks to purchase items at the book store and for entrance into school events.

The school wide behavior system in place consists of the School Wide Behavior Committee which gathers and analyzes data and the T3 (Tyrone Turnaround Team) who determines positive incentives for students and staff throughout the year to help decrease behavior concerns. The school wide behavior committee works together to set goals and troubleshoot problem behaviors before and as they occur throughout the year. This data is analyzed in order to help improve processes, procedures and decrease problem behaviors before, during and after they occur. The data and goals that are set forth by the school wide behavior committee are then taken and put into achievable incentives for students that occur every 4 weeks.

A teacher and administrative matrix has been established to address behavioral issues both within the classroom and once the student has been referred to administration. This includes a range of responses to common disciplinary actions.

Guidelines for success have been identified: respect, responsibility and safety. These expectations have been taught to students and staff through trainings and grade level assemblies.

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

The expectation is that we start with positive staff/student relationships. All staff are encouraged to deploy the elements of Capturing Kids' Hearts, incorporating the EXCEL model in class. All staff are encouraged to use a 3:1 positive to negative interaction with students.

Counseling occurs with a variety of students who have an identified need as determined by the staff, student, parent or other stakeholder. Students, at any time, can request to see the counselor through the use of an appointment slip or immediately based on their individual needs. Each counselor works with administrators and other staff of the child study team and Tier 3 MTSS team to evaluate attendance, behaviors and academics (early warning systems) to target students for additional interventions or support.

Mentoring occurs through: Big Brothers, Big Sisters, Eagle Eye teacher mentoring for targeted students and outside agencies/ community volunteers have come in to mentor students on an individual basis.

The school social worker and psychologist are used as resources for students with both in and out of school issues. In addition, there is a Violence Prevention Counselor on campus who works in classrooms, with groups and individual students to build social skills and confidence. The SRO on campus works with students who may exhibit harm to themselves or others.
Also, the school implements School Enrichment opportunities through monthly club days to include, but not limited to: Girl Friends, 5000 Role Model, Principal's Multicultural Advisory Group, Chess Club, STEM Club, Chess, Cross Fit, Intramurals, Line Dance, Nail Art, Student Government and Scrabble. The school has approximately 20 Take Stock In Children scholarship candidates. Each of these students has a mentor who meets with him or her weekly.

### 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)(iii)(I), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

* Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
* One referral that results in suspension, whether in school or out of school
* Failed 1 or more core courses
* Level 1 or 2 on either part of the FCAT
* Retained at least once

#### 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:**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>39</td>
<td>73</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>131</td>
<td>169</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>73</td>
<td>97</td>
</tr>
</tbody>
</table>

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

Extended Learning-remediation and credit recovery  
Differentiated Instruction using resources such as R180, Think Through Math, Achieve 3000, etc.  
Academic Success Plans (in conjunction with parents)  
Positive Behavior Intervention Plans  
Check-In/Check-Out  
Mentorship-Eagle Eye Mentors  
Targeted groups for  
Social Service Referrals  
Automated daily attendance calls for absent students  
Peer Mediation  
Weekly telephone calls by teachers for absent students  
Targeted Groups for conflict resolution, social skills and building confidence with the violence
intervention specialist
Functional Behavior Assessments
Positive Behavior Intervention Plans
Teen Court
Magistrate
Data Chats

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
Overall Objectives: Focus on Family and Community:
1. Increase Engagement of families and community in student and school success
2. Increase surrounding community’s Awareness of Tyrone Middle Schools successes, opportunities, and risks
3. Transition awareness into action that results in a diverse Support network

Expected Outcomes:
1. Increased student achievement
2. Improved school reputation
3. Increased faculty and staff retention

Overall Strategy:
1. Execute Exec Pass Workplan
2. Align Parent workshops with Sac meetings
3. Maximize Studnet-Centered Evening Events as an opportunity to engage parents and community stakeholders.
4. Increase communication and visibility of Parent Involvement

Refer to the Title I Parent Involvement Plan for additional information.

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 our Community Involvement Liaison, we connect with our local businesses to establish business partnerships with the school. These partnerships provide resources such as: mentors, school supplies, staff incentives and recognitions. Tyrone Middle School participates in the Executive Pass Program in a partnership with the Pinellas Education Foundation and the Pinellas County Schools. Our corporate partner is Duke Energy. Duke solicits staff to participate in the Big Brothers Big Sister Mentor Program, provide guest speakers for the Great American Teach In and sponsors teacher appreciation events. Additionally, we partner with JW Cape Recreation Center, which is a few blocks down the road. We hold parent nights at the facility and students attend before and after school care at the recreation center as well.

Increased Community Communication and Visibility of Parent Involvement Events-
• Ongoing community and parent involvement events will be planned that seek to inform parents about
Title I programs, the curriculum, and forms of academic assessments used to measure student progress.

- As a part of SAC meetings, parents will learn about our school’s program and the following subjects taught: math, reading, science, social studies, language arts, and PE.
- During “Parent Portal Workshops”, parents will learn about how to interact with teachers and staff through Parent Focus (Portal) and how they can participate in decisions related to the education of their child.
- During back to school night, details of the Title I School/Parent compact will be presented, and parents will be invited to visit their child’s classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.
- A community/school newsletter highlighting school events, volunteer opportunities, and community events will be shared with parents and community members on a monthly basis.
- Weekly stakeholder messenger communications will be recorded and shared to emphasis important information.
- Remind101 will be used to communicate current events via text message.

**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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter-Isom, Kiana</td>
<td>Other</td>
</tr>
<tr>
<td>Zito Weaver, Shannon</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Joslyn, Jayme</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Moore, LaSonya</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Evans, Kristy</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Duties**

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

The School Based Leadership Team (SBLT) members:
- Principal: Robin Mobley
- Assistant Principals: Jayme Joslyn, Derrick Lyons, LaSonya Moore
- Behavior Specialist: Heather Crawford
- School Psychologist: Mary Whitlow
- Social Worker: Justin McClain
- Guidance: Meredith Hano, Dina Flynt, Angela Beard
- Department Chairs: Heather Davis, Kelly Kennedy, Kelly McKinnon, Marlena Sinclair, Jessie Boyce, Nadia Soriano, Cassandra Bindman, Marlene Ricalde, Terry Roberts
- Reading/Literacy Coach: Bridgette Howell
- Math Instructional Coach: Shannon Zito-Weaver
- MTSS Instructional Staff Developer: Kristy Walker
- Facilitator – generates agenda and leads team discussions
- MTSS Instructional Staff Developer – 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
Meeting time: Every Tuesday at 8:00 am

Tyrone Middle School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions and assume leadership roles. The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement. The School Based Leadership team is coordinated by our MTSS Staff Developer and consists of all assistant principals, guidance counselors, academic coaches, social workers, Behavior Specialist, Varying Exceptionalities Liaison, school psychologist and teacher representatives. Our School Based Leadership Team calendar is structured on a nine week rotation. We use the problem solving process collaboratively to facilitate shared decision making. There are sub committees for certain topics and other topics are discussed by the entire School Based Leadership Team. Facilitators are assigned to specific topics and they prepare the agenda, secure the data and facilitate the meeting based on their specific topic (i.e. Attendance, Behavior, AVID Essentials, Parent Involvement, Extended Learning Program) This team is charged with reviewing academic, behavior, attendance and school culture data and then using this information to develop actions plans for the implementation of a multi-tiered system of student support. This system will include monitoring the effectiveness of our core programs and defining appropriate tier 2 and tier 3 interventions. During SBLT meeting, we also review the instructional practice data in iobservation in order to increase awareness of predominant instructional practices throughout the school and in each department, use videos in observation to collaborate scoring on elements specifically identified as a result of our observed data. SBLT meets weekly before school.

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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. A comprehensive needs assessment is conducted, using the components of Title 1, in the Spring of the prior year to plan for the allocation of all available resources and align to the needs identified. Tyrone Middle School students benefit from a variety of local, District, State and Federal funding sources. These sources are used to coordinate instructional programs and student services for increased academic engagement supporting the School Improvement Plan.
Title 1, Part A – Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. In addition, Tyrone Middle School forms partnerships with businesses and agencies as additional means of support/funding. Some of these Community partnerships include: Duke Energy, City of St. Petersburg J. W. Cate & Gladden Park Recreation Centers’ TASCO (Teen Arts, Sports, and Cultural Opportunities), Big Brothers Big Sisters, Christian Church, Chick Fil-A (Tyrone), Subway (Tyrone), Lee Roy Selmon (Tyrone), Macy’s (Tyrone), Panera Bread (Tyrone), Bob Evans (Tyrone), McDonalds (Tyrone), Jimmy Johns, Office Depot (Tyrone), Publix (Tyrone), Olive Garden, Clothes to Kids. From these resources, Tyrone receives funding for field trips, school wide field day, student recognition events, mentoring, contributions towards rewards for positive student behavior. Title 1 funds support Subject Area coaches, MTSS Staff Developers and a Curriculum Specialist that are available to all teachers on campus to support teaching and learning and offer professional development. To support Parental engagement, there are various clubs, student support groups and recognition organizations that hold numerous parent-centered events throughout the school year. The School Advisory Council meets the first Monday of the month at 5:00 pm. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title 1, Part C – Migrant – N/A
Title 1, Part D – The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Examples of these services at Tyrone Middle include free breakfast and lunch for all students and free school supplies if needed. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through before and after school tutoring, instructional materials and resources, and technology. TMS also offers credit recovery through the Nova Net program for those students who have fallen behind in their credits.

Title II – The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district’s lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results. Tyrone Middle School uses Subject Area Coaches for Professional Learning Communities at least weekly throughout the school year.

Title III – Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators and ESOL Assistants provide assistance with parent workshops, disseminate information in various languages for Title I schools and act as home/school liaisons.

Title X – Homeless – The District receives funds to provide resources for students identified as Homeless (Lack a fixed, regular and adequate nighttime residence, Share the housing of others due to financial hardship, Live in motels, hotels, trailer parks, camping grounds, substandard housing due to lack of adequate alternative accommodations, Living in emergency or transitional shelters, Abandoned in hospitals, Awaiting foster care placement, Living in a public or private place not designed for humans to live, Living in cars, parks, abandoned buildings, bus or train stations, Migratory children living in above circumstances, etc) under the McKinney Vento Act to eliminate barriers for 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). The school works in conjunction with our Homeless Education Assistance Team (HEAT) Social Worker assigned to Tyrone Middle to ensure that our students who are identified as homeless are getting their educational, social, and family needs met so that they can achieve academic success at their highest ability.

Supplemental Academic Instruction (SAI) – SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer. Also, through Professional Learning Communities, the various subject area coaches provide ongoing support.

Violence Prevention Programs – The Violence Prevention Program is funded by the Juvenile Welfare Board and Gulf Coast Jewish Family and Community Services. The Violence Prevention Program is to help decrease aggression, violence, bullying, and to increase school success and develop pro-social skills in our students. The School Board and Juvenile Welfare Board have a Research Agreement which coordinates with RTI to provide services such as feedback, progress, and to identify trends, gaps, and behaviors within the student community.

Nutrition Programs – Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps. With a poverty rate of greater than 40%, all Tyrone Middle School students receive free breakfast and lunch. All Tyrone Middle School students benefit from participation in the Community Eligibility Option through Food Services. 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.

Housing Programs – N/A
Head Start – N/A
Adult Education – N/A
Career and Technical Education – N/A
Job Training – N/A
Other – N/A

School Advisory Council (SAC)

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Mobley</td>
<td>Principal</td>
</tr>
<tr>
<td>Kim Richards</td>
<td>Teacher</td>
</tr>
<tr>
<td>Erika Washington</td>
<td>Student</td>
</tr>
<tr>
<td>Heather Moreland</td>
<td>Parent</td>
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<tr>
<td>Tamia Simmons</td>
<td>Parent</td>
</tr>
<tr>
<td>Melissa Sexias</td>
<td>Business/Community</td>
</tr>
<tr>
<td><a href="mailto:Joslynja@pcsb.org">Joslynja@pcsb.org</a></td>
<td>Principal</td>
</tr>
</tbody>
</table>

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
At the September SAC meeting, SAC members will review the School Improvement Plan for the 2015-2016 school year. An opportunity to ask questions or make suggestion about needed resources was planned.

Development of this school improvement plan
Principal routinely engages SAC in data updates and the council provides input and suggestions for improvement.

Preparation of the school's annual budget and plan
At the May 2014 meeting, the Title 1 Budget for 2015-2016 was available for SAC members review. The opportunity to ask questions or make suggestion about needed resources was planned.

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

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:
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howell, Bridget</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Silkie-Rees, Marissa</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Porter-Isom, Kiana</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Mobley, Robin</td>
<td>Principal</td>
</tr>
<tr>
<td>Joslyn, Jayme</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Zito Weaver, Shannon</td>
<td></td>
</tr>
</tbody>
</table>

**Duties**

*Describe how the LLT promotes literacy within the school*

The major initiatives this year are to develop school wide literacy routines aligned to the Common Core State Standards and deliver professional development based on these routines in order to implement instructional literacy, study and organizational strategies that will prepare students for college and career.

Support for text complexity

Support for instructional skills to improve reading comprehension

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

**Public and Collaborative Teaching**

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

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

The principal has set a clear expectation that collaboration, team support and learning are a job requirement at TMS. The master schedule is designed to support common planning for grade level content courses. Teacher leaders engage in professional development to increase PLC facilitator effectiveness. School leaders work to model effective conversation and learning protocols during faculty and grade level PLCs.

1. Grad level core content PLCs are in place and meet regularly. All teachers engage in professional learning communities (PLC) twice a week, focused on responding to student needs through analyzing data and lesson planning. PLCs are facilitated by instructional coaches. All PLC minutes are uploaded and feedback is provided through the weekly instructional leadership team. Leadership regularly examines the PLCs' progress toward goals.
2. Each quarter teachers engage in at least one peer to peer observation protocol.

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

Tyrone has a priority hiring status with the district which allows the school to hire outside of the normal hiring timelines. This opportunity gives the school access to experienced teachers who wish to relocate to the St. Petersburg area. All teachers receive a high degree of support through strong administrators, instructional coaches and mentors. In addition, teachers teach 6 out of 8 periods (block schedule with planning with 86 minutes of planning every day), they have common planning to support one another in
planning and data analysis. Teachers who work at Tyrone Middle earn an additional $3,000 for the first three years and increases beyond for four years and beyond. In addition, they are paid for professional development outside of the contract day. Teachers are provided opportunities to attend National and International professional development.
1. Common practice to hire those with best experience and skills that are targeted toward attaining learning gains for all students. Persons Responsible: Principal and Assistant Principals
2. Yearlong new teacher mentoring program to give support and information for all new teachers to the school.
Persons Responsible: Designated teacher mentors, curriculum specialist and designated assistant principal.
Deliberate Practice and intentional planning
1. Utilize common planning to articulate strategies to implement standards based instruction and active engagement, using WICORT strategies
2. Classroom visits/walkthroughs with focused feedback: Assistant Principal/Principal/Department Heads/Instructional coaches
3. Offer job embedded professional development opportunities throughout the year to help teachers in areas of: classroom management/best practices, curriculum support and leadership opportunities.
- Opportunities to observe and discuss expertise
- Instructional coaches are assigned to support teacher development
4. Clear criteria and a plan for success
5. Track teacher progress to improve pedagogical skills
6. Recognition of successes/growth

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

New teachers will attend monthly new teacher meetings to receive support in lesson planning and classroom management. Instructional Coaches will prioritize new teachers for the following support:
Improving classroom structures for success; Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mentor Pairings
1. Lisette Barton:
2. Thao Trang
3. Stephanie Sanchez
4. Brittany Lyp
5. Elisabeth Membel
6. Kimberly Monbarren
7. Konrad McCree
8. Ronald Denson
9. Jason Christy
10. Christopher Stevens
11. Mr. Fisher
12. Janay Johsnon
13. Faye Golden
14. Lisa Robinson
15. Mr. Kritzer
All mentor and mentee pairings are based on same subject area taught.

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

Each core subject area is provided a pacing guide by the district with specific standards which will be taught for each quarter. Prior to school start, we confirm that each teacher has a copy of the content standards and pacing calendar. Unit planning will take place-units and scales will be created by content teams in PLC’s to support the focus standards for the quarter. Each core subject area also has cycle tests which provide data for remediation and show areas of growth for each standard. Instructional coaches facilitate PLCs and confirm that lessons planned are aligned to Florida Standards.

School based leaders review lesson plans to confirm that the lessons planned are aligned to Florida Standards. School based leaders will conduct weekly walkthroughs in classes to confirm that core instruction and materials used are aligned to Florida standards. School based leaders will conduct a minimum of one formal and three informal observations of each teacher using the iObservation platform to provide timely feedback. Additionally, district classroom visits are conducted monthly to determine the progress and pace for individual teachers.

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

Data is shared through content PLC’s led by instructional coaches or team facilitators. We use the data driven dialogue protocol to sort through the data. Common formative assessments in PLCs will be developed to track progress daily, using the Unit Scale.

Math-based on pre/post tests, cycle assessments and classroom assessments, we identify strengths and weaknesses to reteach using rotations that consist of small group with teacher, technology supported instruction and collaborative structured activities. Math teachers will also use focused “ticket out the door or exit tickets” questions to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation based ticket answers. Additionally, computer based programs are used to pre-assess and modify instruction. Programs used included Think Through Math for intensive math, Carnegie Learning for Algebra. Common cycle and classroom assessments determine needed remediation in small group, individual or whole class instruction.

Science- At the beginning of the year 8th grade students take a GAP assessment covering 6th and 7th grade benchmarks. 6th and 7th grade teachers reflect on the data and make instructional adjustments according to lowest reporting benchmarks throughout the year. From that we then identify the lowest performing standards and develop remediation plans embedded in our lesson plans tied to similar content. Teachers will embed remediation efforts into current units of instruction throughout the school year. Remediation effectiveness will be monitored using formative assessments, and adjusted according to data collected. Teachers will use smaller formative assessments to differentiate small group lessons.

Reading- Reading teachers will use SRI data as well as program specific data (R180, A3000) to monitor student’s growth and plan for differentiation. Teachers will group students according to areas of needs based on the data and differentiate teacher led small group lessons to meet the needs of individual students.

Additionally, our ESE support teachers will work individually with students in math and ELA that have disabilities and keep a monthly running record on each student which will be used to help guide the differentiation in small group setting.

ELA- ELA teachers will use cycle writing test data along with SRI testing to differentiate their lessons and create small groups for focused remediation. ELA teachers will also use focused formative assessments (i.e. “ticket out the door” questions) to determine depth of knowledge of the focus
standard being taught. In PLC teachers will group kids for remediation based on ticket answers. Social Studies-Social Studies teachers have used cycle assessment data to determine which standards need to be re-taught both in small and whole group. Social Studies teachers will also use common formative assessments (i.e. focused “ticket out the door” questions) as formative assessments to the determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation according to missed items on weekly assessments. Social Studies and Language arts will work together on writing skills using DBQ’s (Document Based Questions). Cross curricular activities will occur between the two departments to support writing and inquiry. Civics teachers have used a weekly assessment to test for mastery of standards due to low test scores on the cycle assessments.

Science

Action Step 1: Year-long Remediation

a. The 8th grade team will plan specific remediation lessons for the following dates:
9/30-10/1, 10/29-10/30, 11/20-12/1, (12/9-12 Midterm review), 12/18-1/7, 1/29-2/1, 2/29-3/1, 3/17-4/8.
b. Plans will give students differentiated opportunities based on individualized remediation needs.
c. The 8th grade team will also plan and implement weekly activities to remediate through bell work, mini-lessons, when a current standard overlaps in content with a 6th or 7th grade standard, or as homework assignments.

Would it be easiest to try to do a HW remediation weekly?

Date(s) Implemented:
a./b.
1st SEMESTER: 9/30-10/1,10/29-10/30, 11/20-12/1,(12/9-12/12 Midterm review), 12/18-1/7,
2nd SEMESTER: :1/29-2/1,2/29-3/1,
FCAT CRUNCH: 3/17-4/8
c. ongoing beginning immediately
Person(s) Responsible:
Davis, Monbarren, Silkie-Rees
Who Will Monitor/How:
Silkie-Rees
• Participating in weekly lesson planning to include remediation days/activities
• Observing teachers to ensure implementation of remediation plans on dates specified
• Observing teachers on a weekly basis to ensure remediation activities are occurring (when appropriate)
Moore
• Monitoring PLC logs to see remediation activities/days are planned and discussed
• Observing teachers to ensure implementation of remediation plans on dates specified
• Observing teachers on a weekly basis to ensure remediation activities are occurring (when appropriate)
Resources :
http://floridastudents.org

Action Step 2: Use and analyze multiple data sources

a. Team will analyze the gap data and determine which standards will be remediated and when.
b. Team will analyze the FCAT Content Focus Summary Report and weigh this historical trend information against the Gap analysis data.
c. Team will analyze the formative assessment data gained from Socrative quizzes to monitor student needs and effectiveness of the remediation activities delivered. (as well as the progress on current standards)

Date Implemented: 9/11, 9/17/15- ongoing
Person(s) Responsible:
Davis, Monbarren, Silkie-Rees
Who Will Monitor/How:
Davis, Monbarren, Silkie-Rees
• Continual reflection on data sources being used to drive decisions- making sure we are using
multiple sources of data
Moore
• Review PLC logs for evidence of data analysis to drive decision making process on remediation efforts

Action Step 3: Formative Assessments using Socrative
a. The 8th grade team will create formative assessment questions during PLC’s for each planned remediation day and administer to the students.
b. Teachers will generate reports from Socrative after specified remediation days and we will analyze student progress in PLC. If data shows that the activities were not effective and progress hasn’t been made, then the teachers will plan another remediation lesson accordingly.

Date Implemented: 9/18/15- ongoing for specified dates above
Person(s) Responsible: Davis, Monbarren, Silkie-Rees
Who Will Monitor/How:
Silkie-Rees
• Monitor that during weekly data PLC, data sets gathered from Socrative will be available for the team to analyze.
• Observations to monitor the use of the formative assessment questions we develop in PLC during teacher’s instruction

Moore
• Review teacher lesson plans weekly for evidence of planning formative assessment questions
• Review PLC logs weekly that show evidence of formative assessment data being analyzed and decisions being made regarding that data
• Observations to monitor the use of the formative assessment questions we develop in PLC during instructions

Action Step 4: Re-administer Gap assessment
We will re-administer the gap in February when the window is reopened and use the data again to see how effective our efforts have been in 1st semester.

Date Implemented: February 2016
Person(s) Responsible: Davis, Monbarren
Who will Monitor/How:
Silkie-Rees
Action Step 5: Competition and incentives ☺
The 8th grade team will chart whole group progress by class period and create a competition between classes based on whose scores on remediated standards are the highest, offering incentives for winning.
Team will flesh this concept out in upcoming PLC’s. What other incentives can be provided to students?

Date Implemented: 10/5(after first specified date/lesson)
Person(s) Responsible: Davis, Monbarren, Silkie-Rees
Who will Monitor/How:
Silkie-Rees
• observation
**We may need assistance with funds for this idea.

Action Step 6: Frequent and individualized “Data Chats”
a. The team will increase the frequency and quality of data chats. # ? frequency?
b. Data chats will occur after each cycle assessment and reflections after taking Socrative quizzes.
c. Individualized Gap data will be shared with each 8th grade student.
d. Both teachers will attend the data chats training offered during Eagle University (Davis has in the past).

Date Implemented: a. immediately (Gap) and ongoing
b. 9/30-10/1 and ongoing
c. by 9/25
d. eagle University date with training offered?
Person(s) Responsible: Davis, Monbarren
Who will Monitor/How:
Silkie-Rees
• observation, conversations during PLC and lesson planning
Moore
• observation of data chats
• review of lesson plans showing evidence of planned data chats
• attendance records for Eagle Universities

Action Step 7: Student tracking of remediation progress
a. Teachers and coach will plan out the specifics of a data folder for students to track progress.
b. Students will create a data folder to track their remediation progress to be kept in the classroom.
c. Students will track their Socrative quiz progress in their data folders.
Date Implemented: a. by the end of September 2015
b. 9/30-10/1 (first specified dates)
c. 9/30-10/1 ongoing
Person(s) Responsible: Davis, Monbarren, Silkie-Rees
Who will Monitor/How:
Silkie-Rees
• observation, planning conversations
Moore
• Observations on specified days
• Weekly review of PLC logs

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:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Minutes added to school year: 5,000</th>
</tr>
</thead>
</table>

Extended Learning Program at Tyrone Middle will include Promise Time Tutoring for support in core academic classes. ELP-PT will target all level 1 and 2 math students with the goal of encouraging students to participate at least three days per week, 1 1/2 hours per day, for 30 weeks. We will use the iReady curriculum and online component for instruction.

**Strategy Rationale**

Students who are below grade level in reading and math require additional time to close academic gaps in addition to moving forward with on grade level instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**
Joslyn, Jayme, joslynj@pcsb.org

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

Data will be collected and analyzed by the Promise Time Facilitator. We will be using the I-Ready program which consists of a pretest, online and pencil/paper instructional materials and posttests.
**Strategy: Summer Program**

**Minutes added to school year:** 5,760

Summer Bridge program targeting Level 1 and 2 math or reading students for additional instruction in math, reading and science. Also, course recovery as needed.

**Strategy Rationale**

Students who are below grade level in reading and math require additional time to catch up in addition to moving forward with on grade level instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Joslyn, Jayme, joslynj@pcsb.org

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

Pre and Post tests within online applications used in the programs (Achieve 3000 and Think It Through Math, Also, will track participants from summer 2015 to monitor impact of participation.

---

**Strategy: Extended School Day**

**Minutes added to school year:**

Credit Recovery

**Strategy Rationale**

Decrease the course failure at risk factor.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Evans, Kristy, evanskr@pcsb.org

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

Pinellas - 4611 - Tyrone Middle School - 2015-16 SIP

Tyrone Middle School

Last Modified: 9/14/2015

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https://www.floridacims.org
**Strategy:** Extended School Day  
**Minutes added to school year:** 5,000

A few after school clubs and enrichment activities are available for students-STEAM, Computers, and gardening.

**Strategy Rationale**

Middle School students need multiple entry points into the school community. After school enrichment programs allow students to explore and develop their passions.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**
Joslyn, Jayme, joslynj@pcsb.org

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

EWS data for participants.

---

**Strategy:** Extended School Day  
**Minutes added to school year:** 8,000

Core content tutoring for FSA tested subjects (math, Algebra, Geometry, reading, science and Civics)

**Strategy Rationale**

Some students need additional academic support to avoid course failures, retention and increased risk of dropping out.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**
Joslyn, Jayme, joslynj@pcsb.org

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

 Grades will be monitored at the mid term and final points of each grading period. Students falling behind will be encouraged to take advantage of additional time on task.

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**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**
The counselor articulates with the elementary counselors to communicate programs and middle school expectations to ensure incoming students are most informed about the expectations in advance. Summer Stomp is used before school begins to induct incoming students into the school climate by allowing them the opportunity to come onto the campus prior to school start to learn about the various aspects of middle school life at Tyrone. The students are given a mock schedule to learn the campus and attend informative sessions (AVID, dress code, etc.). Grade level assistant principals plan intervention plans as needed and meet with those individuals in the summer in preparation for the upcoming school year to proactively establish a positive reinforcement plan for specifically identified students. Outgoing cohorts are given opportunities to go onto the high school campus via visitation days to shadow selected programs to help support decision making for high school selections.

**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*

Readistep Assessment (pre-SAT) for all 7th and 8th graders, test will be given in October and results will be back by January so teachers can use data to help prepare them for other classes. Guidance Counselor will go into 8th grade history classes in October to promote high school programs which are geared towards career paths. In addition Guidance Counselor will go over each student high school request forms with them prior to high school guidance coming out. Lighthouse Guidance System: will be involved in history classes once high schools are selected—planning 4 year high school courses which gear to which college they will go to. Possible 6th and 7th grade counselors will use Choices (website planning tool for career paths)

School Counselors meet with students in their Social Studies classes several times throughout the year providing a college and career readiness curriculum with consists of lessons plans, power point presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th grade includes course selection, skills needed for post secondary success, career of interests, post secondary investigation, SMART goals, middle school academic planning and academic skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

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

Information and Communication and Business Applications are programs available to students in the career and technical education department. Microsoft Certifications are available to earn. Incorporating STEM lessons in science classes that integrate science and math to offer real work applications through project based learning. The AVID elective course is offered at each grade level. The course progresses through organization of materials and responsibilities, note-taking, collaborative inquiry for problem solving (all subjects), cultural and college awareness through close reading and performance projects, and public speaking experiences. The course promotes a college/ career driven culture through exposure to college tours, college tutors and guest speakers.

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

When meeting with students in 6th and 7th grade, we plan to increase their postsecondary readiness through career exploration. During this time, students will learn about their interests, and how these interests relate to careers and career pathways. 8th grade students then use this knowledge to create a high school plan.
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

<table>
<thead>
<tr>
<th>Needs Assessment</th>
</tr>
</thead>
</table>

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- Tyrone_Comprehensive_Needs_Assessment_updated_for_2015_2016_updated_4_29_15.pdf
- TMS Comprehensive Needs Assessment

**Problem Identification Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The problem of low student achievement is occurring due to a lack of consistency and fidelity in the implementation of Tier 1 instructional strategies and processes for academics and behavior.

**Problem Analysis Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

If all stakeholders buy into and implement all Tier 1 strategies and processes for instruction, curriculum, and learning environment the problem of low student achievement would be reduced.
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. Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce the number of students who have two or more at risk indicators.

G2. Student achievement of African American, Students with Disabilities and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

G3. Student achievement for all students will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive 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. Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce the number of students who have two or more at risk indicators.

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more EWS indicators (Total)</td>
<td>30.0</td>
</tr>
</tbody>
</table>

**Resources Available to Support the Goal**

- Attendance Specialist
- Social Worker
- School Psychologist
- Behavior Specialist
- Guidance Counselor
- MTSS Coaches
- School Based Leadership Team
- Gulf Coast
- Community Partners
- Violence Prevention Specialist
- Teachers

**Targeted Barriers to Achieving the Goal**

- Lack of a structured system or process to collect, analyze, review, and communicate data in regards to at risk students.

**Plan to Monitor Progress Toward G1.**

- Looking at EWS report

  **Person Responsible**
  Robin Mobley

  **Schedule**
  Every 6 Weeks, from 8/25/2014 to 6/1/2015

  **Evidence of Completion**
  SBLT Notes
G2. Student achievement of African American, Students with Disabilities and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMO Math - African American</td>
<td>41.0</td>
</tr>
<tr>
<td>AMO Math - ELL</td>
<td>50.0</td>
</tr>
<tr>
<td>AMO Reading - African American</td>
<td>47.0</td>
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<tr>
<td>AMO Reading - ELL</td>
<td>45.0</td>
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<tr>
<td>CELLA Writing Proficiency</td>
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<tr>
<td>AMO Math - SWD</td>
<td>43.0</td>
</tr>
<tr>
<td>AMO Reading - SWD</td>
<td>43.0</td>
</tr>
</tbody>
</table>

Resources Available to Support the Goal

- Extended Learning Program
- Partnership with community based after school programs
- Monthly club activities including 5000 Role Models, International Young Ladies Academy and STEP programs.
- AVID program

Targeted Barriers to Achieving the Goal

- Students experience excessive loss of instructional time because they are not engaged in culturally responsive classroom environments and high yield instructional strategies

Plan to Monitor Progress Toward G2.

Analyze progress monitoring data to identify student achievement of African American and ELL students that are at-risk

Person Responsible
Kristy Walker

Schedule
Quarterly, from 8/13/2015 to 6/9/2016

Evidence of Completion
PLC minutes
Plan to Monitor Progress Toward G2.

Classroom walkthroughs will be conducted to determine the level of implementation.

**Person Responsible**
Robin Mobley

**Schedule**
On 6/9/2016

**Evidence of Completion**
Data from classroom walkthroughs will be shared weekly and next steps determined to support any gaps of implementation.
Student achievement for all students will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive instruction.

<table>
<thead>
<tr>
<th>Targets Supported 1b</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
<td><strong>Annual Target</strong></td>
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<tr>
<td>AMO Math - All Students</td>
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</tr>
<tr>
<td>AMO Reading - All Students</td>
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<tr>
<td>FCAT 2.0 Science Proficiency</td>
<td>50.0</td>
</tr>
<tr>
<td>Civics EOC Pass</td>
<td></td>
</tr>
</tbody>
</table>

Resources Available to Support the Goal 2

- Instructional Coaches
- District Professional Development
- Collaborative Planning in PLC
- District provided exemplar lessons
- District Content Supervisors

Targeted Barriers to Achieving the Goal 3

- Data is not used to consistently differentiate and scaffold instruction to increase student performance in all classrooms.
- Teachers do not consistently ensure curriculum, instruction and assessment are aligned, designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.

Plan to Monitor Progress Toward G3. 8

Instructional leadership team will monitor PLC logs and classroom walk-through data to monitor evidence of implementation of high yield instructional strategies.

**Person Responsible**
Robin Mobley

**Schedule**
Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**
PLC logs and classroom walk-through data
**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. Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce the number of students who have two or more at risk indicators.**

**G1.B1 Lack of a structured system or process to collect, analyze, review, and communicate data in regards to at risk students.**

**G1.B1.S1 Create a systematic process to monitor and intervene with students that have two or more at-risk indicators.**

**Strategy Rationale**

Systematic way is needed to monitor at-risk students

**Action Step 1**

Generate a quarterly report that include all necessary indicators for at-risk students.

**Person Responsible**

Kristy Walker

**Schedule**

Quarterly, from 10/26/2015 to 6/8/2016

**Evidence of Completion**

SBLT Notes and Instructional Leadership Team Notes
Action Step 2

Use the report created to identify students for Tier 2 and Tier 3 academic and behavior interventions and implement the interventions.

Person Responsible
Kristy Walker

Schedule
Biweekly, from 9/15/2015 to 5/31/2016

Evidence of Completion
Bi-Weekly Tier 3 Academic and Behavior Meeting minutes for each grade level

Action Step 3

Use the report created to ensure students know where they stand as it relates to on track for graduation. This will be done through data chats.

Person Responsible
Robin Mobley

Schedule
Quarterly, from 11/2/2015 to 6/1/2016

Evidence of Completion
Grade level assistant principals observed or documented grade level conversations with their students regarding on track for graduation, graduation year, and class motto. Students who are on track have an on track bracelet and can identify why they are or are not on track for graduation.

Action Step 4

Maintain a current list of schoolwide and individual student interventions.

Person Responsible
Kristy Walker

Schedule
Daily, from 9/29/2015 to 5/31/2016

Evidence of Completion
This will posted in the school OneNote document on the school eLearning site
Plan to Monitor Fidelity of Implementation of G1.B1.S1

EWS report contains all necessary indicators.

**Person Responsible**
Kristy Walker

**Schedule**
Quarterly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**
Report provides list of at risk students

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

Early Warning System (EWS) Report

**Person Responsible**
Robin Mobley

**Schedule**
Quarterly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**
SBLT Notes and Instructional Leadership Team Notes
**G2.** Student achievement of African American, Students with Disabilities and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

**G2.B1** Students experience excessive loss of instructional time because they are not engaged in culturally responsive classroom environments and high yield instructional strategies.

**G2.B1.S1** Students will set growth goals utilizing their own data received during periodic data chats.

### Strategy Rationale

There is a very diverse group of students at Tyrone.

### Action Step 1

Teachers will complete data chats with students following each assessment as a step for teachers to further learn more about the student through this discourse.

**Person Responsible**

Bridget Howell

**Schedule**

Quarterly, from 9/30/2015 to 5/25/2016

**Evidence of Completion**

PLC Logs-staff developers will work with PLC facilitators to ensure teachers know how to conduct a data chat through PLCs. Staff developers will model with teachers as needed. Teacher lesson plans are reviewed by Assistant Principals to confirm if the data chat was conducted each assessment. Student growth plans for each course.

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

Will conduct bi-weekly classroom walkthroughs using Administrative Walk-through Tool with look fors for cultural responsiveness.

**Person Responsible**

Derrick Lyons

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Walkthrough data and feedback
Plan to Monitor Effectiveness of Implementation of G2.B1.S1

Review of walkthrough data

Person Responsible
Jayme Joslyn

Schedule
Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion
Walkthrough data

G2.B1.S2 Capturing Kids Hearts and EXCEL Model

Strategy Rationale
There is a very diverse group of students at Tyrone

Action Step 1
Capturing Kids Hearts Training

Person Responsible
Robin Mobley

Schedule
On 6/1/2016

Evidence of Completion
Monitor by Instructional Coaches and AP’s during walk-throughs

Action Step 2
Enact and maintain Social Contract, use the “4 Questions” and utilize the EXCEL model

Person Responsible
Derrick Lyons

Schedule
On 5/24/2016

Evidence of Completion
Classroom observations and walkthrough data monitored by Instructional Coaches and APs

Person Responsible

Schedule

Evidence of Completion


Person Responsible

Schedule

Evidence of Completion

G2.B1.S3 Effective Writing, Inquiry, Collaborative, Organization, Reading and Technology (WICORT) strategies will be implemented in all classes

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1

AVID Path Training

Person Responsible

Robin Mobley

Schedule

On 8/17/2015

Evidence of Completion

Lesson Plans which are reviewed by Assistant Principals and walkthroughs conducted by Instructional Leadership Team (Asst. Principals, Staff Developers)
**Action Step 2**

Schedule AVID Booster Sessions via Eagle University Sessions

**Person Responsible**

**Schedule**

On 5/18/2016

**Evidence of Completion**

Professional Development Calendar and attendance records

**Action Step 3**

Teachers will disaggregate and analyze formative assessment data and plan lessons that respond to students who are not demonstrating academic growth by utilizing effective WICORT strategies.

**Person Responsible**

Jayme Joslyn

**Schedule**

On 5/18/2016

**Evidence of Completion**

Lesson plans and PLC observations

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Offer AVID boost trainings during The Eagle University

**Person Responsible**

Kiana Porter-Isom

**Schedule**

On 4/1/2015

**Evidence of Completion**

Last Modified: 9/14/2015

Person Responsible

Schedule

Evidence of Completion

G2.B1.S4 Know, be aware and understand, various aspects of historical, linguistic and cultural backgrounds that African American and Hispanic (or all students) come to class with everyday.

Strategy Rationale

One of the main barriers that contribute to the achievement gap is the majority of teachers with lack of preparation specifically to teach African American and Hispanic students and the beliefs and misconceptions that teachers bring into the classroom about some of them. Misconceptions of students can lead to students of color being misunderstood, miseducated and possibly mistreated.

Action Step 1

Help educators learn more about the various aspects of historical, linguistic and cultural backgrounds that all students come to class with everyday.

Person Responsible

Jayme Joslyn

Schedule

On 6/9/2016

Evidence of Completion

ALL Grade level PLC agenda, minutes, ppt presentation used to facilitate PLC and PLC feedback forms
G2.B1.S5 Create a growth mindset so that effective implementation of standards based instruction positively impacts student learning and so that school is an exciting place that provides students with an opportunity to learn and develop their intelligence.

**Strategy Rationale**

A mindset forms the premise of teacher expectations. If teacher expectations are low, then student achievement will be low as well. Setting low expectations contribute to the gap by ignoring implementation of rigorous curriculum and instruction.

**Action Step 1**

Help educators learn more about mindsets and practices that help students develop them.

**Person Responsible**

Robin Mobley

**Schedule**

On 6/10/2016

**Evidence of Completion**

All Faculty PLC minutes, agenda, ppt presentation of facilitated learning in the PLC, PLC feedback survey
G3. Student achievement for all students will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive instruction.

G3.B1 Data is not used to consistently differentiate and scaffold instruction to increase student performance in all classrooms.

G3.B1.S1 Data is used to inform and differentiate instruction based on student needs.

**Strategy Rationale**

Differentiation of instruction is needed to reach all learners.

**Action Step 1**

All teachers will engage in professional development focused on using data to drive instruction based on student needs.

**Person Responsible**

Kristy Walker

**Schedule**

On 6/9/2016

**Evidence of Completion**

sign in sheets

**Action Step 2**

All teachers will engage in a weekly data PLC to analyze data and inform and differentiate instruction.

**Person Responsible**

Jayme Joslyn

**Schedule**

Weekly, from 8/24/2015 to 5/19/2016

**Evidence of Completion**

Instructional Coaches will facilitate, PLC logs and sign in sheets
Action Step 3

All teachers will engage in professional development on collecting data from multiple resources and creating advanced reports.

**Person Responsible**

Kristy Walker

**Schedule**

Quarterly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

PLC logs and sign in sheets

---


will ensure that each PLC team has attended professional development and will review and give feedback on weekly PLC logs

**Person Responsible**

Kristy Walker

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC meeting minutes and sign-in sheets

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principal and assistant principals will conduct weekly classroom walk-throughs and provide feedback to teachers

**Person Responsible**

Robin Mobley

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

weekly walkthrough feedback and data
Utilize Professional Learning Communities (PLCs) to identify a variety of ongoing assessments and checks for understandings to effectively interpret and analyze individual student data to help all students meet individual achievement goals.

Strategy Rationale

Regularly monitor progress toward achievement goals and help all students meet individual achievement goals when data indicate interventions are needed.

Action Step 1

All teachers meet in PLCs on a weekly basis to review student data and plan for rigor. PLCs facilitated by instructional coaches in subject areas that have one. Common assessments developed and incorporated in weekly lesson plans.

Person Responsible
Robin Mobley

Schedule
Weekly, from 8/14/2015 to 6/16/2016

Evidence of Completion

Instructional Coaches will facilitate data PLC discussions. Assistant Principal observations made during PLCs. Mobley will hold Assistant principals accountable for ensuring that all teachers are engaging in weekly PLCs documented by PLC logs uploaded to Moodle database on a weekly basis.

Action Step 2

Individual data analysis-data are analyzed weekly form a variety of ongoing assessments and checks for understanding, interpreted and used to regularly monitor progress toward achievement goals. Decisions about how to adjust instruction based on student data, formative and summative assessments and other feedback, to determine student levels of deficiency and proficiency.

Person Responsible

Schedule

Evidence of Completion

PLC logs, instructional coaches facilitate, c
Student work protocol utilized in PLCs once every quarter, at minimum.

**Person Responsible**
Bridget Howell

**Schedule**
On 6/2/2016

**Evidence of Completion**
Observation in PLC, PLC Logs

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PLC facilitators will be provided professional development on facilitating highly effective PLC’s

**Person Responsible**
Kristy Walker

**Schedule**
On 9/9/2014

**Evidence of Completion**
SBLT agenda and sign-in will serve as evidence that all PLC facilitators have engaged in professional development.

---


Mathematics, Science, and Literacy Instructional Coaches will attend PLC’s when not engaged in coaching cycles.

**Person Responsible**
Shannon Zito Weaver

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

**Evidence of Completion**
PLC logs will document the presence of Instructional coaches at PLCs
**Strategy Rationale**

Student achievement will increase when students are involved with setting learning goals and tracking their progress towards their learning goals.

**Action Step 1**

Teachers will complete data chats with students following each assessment.

**Person Responsible**

LaSonya Moore

**Schedule**

Quarterly, from 9/4/2015 to 6/10/2016

**Evidence of Completion**

Student goal plans
Teachers do not consistently ensure curriculum, instruction and assessment are aligned, designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.

Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Florida Standards Assessment.

**Strategy Rationale**

The percentage of students that are proficient on the Standardized Assessments must increase.

**Action Step 1**

Instructional coaches will facilitate PLCs during common planning to model how to create lessons aligned to Florida Standards, effectively utilize rigorous learning goals and performance scales, and assign learning tasks and assessments that increase the instructional rigor and level of questions.

**Person Responsible**

Shannon Zito Weaver

**Schedule**

Weekly, from 8/14/2015 to 6/10/2016

**Evidence of Completion**

Coaching logs and PLC logs

**Action Step 2**

Eagle University sessions conducted on effective implementation of goals and scales to positively impact student learning.

**Person Responsible**

**Schedule**

Biweekly, from 8/21/2015 to 10/2/2015

**Evidence of Completion**

Eagle University SEssion sign up sheets

Administrator will continually monitor PLC forms and review coaching logs

**Person Responsible**

Derrick Lyons

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

feedback will be provided to teachers and instructional coaches


Administrators will observe a shift instruction that reflects topics of PLC logs and includes high-yield instructional strategies. Increase in student achievement as shown on district common assessments via Performance Matters.

**Person Responsible**

Robin Mobley

**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Increase in high yield instructional strategies reflected through classroom walk-through data.
Strategy Rationale

The likelihood of students engaging in high yield instructional strategies increases when teachers are adequately and ongoing engaged in professional development.

Action Step 1

ELA, Reading, Science and Social Studies teachers will receive professional development around close reading, instructional shifts, standards, assessment, instructional methods and exemplar lessons.

Person Responsible
Bridget Howell

Schedule
Every 6 Weeks, from 8/21/2015 to 6/10/2016

Evidence of Completion
Eagle University sign in sheets and deliverable tasks


Ongoing professional development will be provided through Eagle University (1st Wednesday of each month), PLCs and coaching cycles

Person Responsible
Marissa Silkie-Rees

Schedule
Monthly, from 9/3/2014 to 4/1/2015

Evidence of Completion
Eagle University sign in sheets and coaching logs will be monitored

Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that there is a plan to implement the instructional strategies

**Person Responsible**

Robin Mobley

**Schedule**

Weekly, from 9/3/2014 to 4/1/2015

**Evidence of Completion**

Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that there is a plan to implement the instructional strategies

G3.B2.S3 Teachers receive professional development on the implementation of the 5E instructional model.

**Strategy Rationale**

Student achievement increases when students use critical thinking skills to problem solve throughout the phases of the 5E instructional model.

**Action Step 1**

Science teachers will use Project Based Learning during the elaborate phase of the 5E instructional model.

**Person Responsible**

Marissa Silkie-Rees

**Schedule**

Weekly, from 8/14/2015 to 6/10/2016

**Evidence of Completion**

Science coach will review lesson plans with teachers. Teacher lesson plans will serve as evidence
**Action Step 2**

Math teachers will utilize the 5E lesson planning model for creating and implementing lessons effectively.

**Person Responsible**
Shannon Zito Weaver

**Schedule**
Weekly, from 8/21/2015 to 6/10/2016

**Evidence of Completion**
Lesson plans and class visits

---


Science coach will use observation with feedback to monitor and support the use of Project Based Learning during the elaborate phase of the 5E instructional model.

**Person Responsible**
Marissa Silkie-Rees

**Schedule**
Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**
Coaching logs will evidence that science coach is supporting the use of Project Based Learning

---


Science coach will use student assessment data to monitor and support the effectiveness of using project based learning.

**Person Responsible**
Marissa Silkie-Rees

**Schedule**
Monthly, from 9/1/2014 to 5/1/2015

**Evidence of Completion**
Coaching logs will evidence that science coach has engaged PLCs in using student assessment data to monitor the effectiveness of using project based learning.
G3.B2.S4 Instructional Coaches (Mathematics, Science, ELA) are embedded in mathematics, science, and ELA classes for the purpose of implementing lessons inspired by the MAFS, LAFA, and Science standards and differentiated for students based on data.

**Strategy Rationale**

The likelihood of students engaging in high yield instructional strategies increases when teachers are adequately and ongoing engaged in professional development through embedded coaching cycles.

**Action Step 1**

Teachers and coaches will meet collaboratively during common planning to ensure curriculum, instruction and assessments are aligned, designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

**Person Responsible**

Bridget Howell

**Schedule**

On 6/7/2016

**Evidence of Completion**

Coaching weekly calendars will evidence that instructional coaches are facilitating PLCs during common planning periods for successful unit and lesson planning to meet the instructional objectives via use of gradual release model or 5E Lesson planning model.

**Action Step 2**

Instructional coaches will provided continual and ongoing support through coaching cycles and facilitating PLCs.

**Person Responsible**

**Schedule**

Weekly, from 8/21/2015 to 6/10/2016

**Evidence of Completion**

PLC logs, coaching calendar

Principal and assistant principals will review coaching logs to ensure that coaching cycles are taking place and lesson plans/conduct walkthroughs to ensure that strategies are being put into practice.

Person Responsible

Jayme Joslyn

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback on coaching logs, lessons plans and walkthroughs


Person Responsible

Schedule

Evidence of Completion
Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.

**Strategy Rationale**

Student achievement increases when mathematics teachers engage students in frequent formative assessment.

**Action Step 1**

Math coach will help math teachers learn how to create Formative Assessments (MFAS) aligned to the MAFS and include tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.

- **Person Responsible**
  Shannon Zito Weaver

- **Schedule**
  Biweekly, from 8/21/2015 to 6/10/2016

- **Evidence of Completion**
  Evidence of support will be documented in weekly coaching logs, PLC logs, assessments and assigned tasks


School principal will review weekly coaching logs to ensure that adequate support is being provided to mathematics teachers.

- **Person Responsible**
  Robin Mobley

- **Schedule**
  Weekly, from 9/5/2014 to 6/5/2015

- **Evidence of Completion**
  Weekly coaching logs will be reviewed to monitor support being provided/

Math Coach will review lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.

**Person Responsible**

Shannon Zito Weaver

**Schedule**

Biweekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Coaching logs will evidence that math coach has reviewed lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.


All teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings, AVID refreshers, and Marzano refreshers to ensure continually implementation of high yield instructional strategies.

**Strategy Rationale**

The likelihood of students engaging in high yield instructional strategies increases when teachers are adequately and ongoing engaged in professional development.

### Action Step 1

School based Eagle University sessions will be provided on campus each quarter.

**Person Responsible**

Jayme Joslyn

**Schedule**

Quarterly, from 8/14/2014 to 6/10/2016

**Evidence of Completion**

Sign-in sheets and deliverable tasks will serve as evidence of completion.
All teachers attend District Wide Training (DWT) and District provided Just In Time (JIT) Trainings

**Person Responsible**
Jayme Joslyn

**Schedule**
Semiannually, from 9/17/2015 to 6/10/2016

**Evidence of Completion**
Attendance records from the JIT trainings

---

Curriculum specialist will coordinate with instructional leadership team to ensure that relevant and valuable professional development is delivered each month

**Person Responsible**
Kiana Porter-Isom

**Schedule**
Monthly, from 9/3/2014 to 4/1/2015

**Evidence of Completion**
Instructional leadership team minutes will serve as evidence that a plan for relevant and valuable professional development is discussed each month.

---

Instructional Coaches and Curriculum Specialist will provide support through coaching cycles and/ or PLCs for content delivered at school based just in time professional development.

**Person Responsible**
Robin Mobley

**Schedule**

**Evidence of Completion**
Principal and assistant principals will monitor coaching logs to hold Instructional Coaches and Curriculum Specialist accountable for providing support of content delivered at school based just in time professional development.

**Strategy Rationale**

Student achievement will increase when teachers implement the researched based practices describe in "The Art and Science of Teaching"

**Action Step 1**

Curriculum specialist will facilitate a virtual book study of "The Art and Science of Teaching" and/or "Essentials of Achieving Rigor" Series through eLearning

**Person Responsible**

Jayme Joslyn

**Schedule**

Every 6 Weeks, from 9/30/2015 to 6/10/2016

**Evidence of Completion**


Curriculum specialist will monitor book study and provide feedback to participants.

**Person Responsible**

Kiana Porter-Isom

**Schedule**

Biweekly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Curriculum specialist will monitor book study and provide feedback to participants on a weekly basis as evidenced by feedback and artifacts in Moodle LMS

Principals and assistant principals will leverage classroom walkthroughs to collect evidence that strategies are being implemented.

**Person Responsible**
Robin Mobley

**Schedule**
Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**
classroom observation feedback

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G3.B2.S8 Teachers and coaches will meet collaboratively during common planning to ensure curriculum, instruction and assessments are aligned, designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

**Strategy Rationale**
Research indicates that the strongest form of professional development is teachers working together to plan, observe lessons and analyze results.

**Action Step 1**
Establish and promote a common language for defining excellent instruction via the Marzano Learning Map.

**Person Responsible**
Robin Mobley

**Schedule**
Daily, from 8/19/2015 to 6/3/2016

**Evidence of Completion**
PLC logs, common lesson plans and class visits
Action Step 2

Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards based lessons including higher order questions and common assessments.

Person Responsible
Robin Mobley

Schedule
Weekly, from 8/14/2015 to 6/10/2016

Evidence of Completion
Lesson plans, PLC logs, class visits

Action Step 3

Teachers engage in peer observations.

Person Responsible
Robin Mobley

Schedule
Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion
PLC notes, Peer to Peer observation forms completed and submitted, Instructional Coach observations

Action Step 4

Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.

Person Responsible
Robin Mobley

Schedule
Quarterly, from 8/14/2015 to 6/10/2016

Evidence of Completion
PLC logs, Instructional Coach observations, Student work protocol forms submitted
**Action Step 5**

Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.

**Person Responsible**
Robin Mobley

**Schedule**
Every 3 Weeks, from 8/14/2015 to 6/10/2016

**Evidence of Completion**
Lesson plans, class visits

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**Action Step 6**

Implement WICORT and CKH strategies in lesson plans and ensure effective implementation.

**Person Responsible**
Robin Mobley

**Schedule**
Biweekly, from 9/21/2015 to 6/10/2016

**Evidence of Completion**
Class observations/visits and lesson plans

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**Action Step 7**

Implement Marzano High Yield Strategies in lesson plans and ensure effective implementation.

**Person Responsible**

**Schedule**
Daily, from 9/21/2015 to 6/10/2016

**Evidence of Completion**
Lesson plans, class visits

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**Appendix 1: Implementation Timeline**

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.
<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2.B1.S1.A1</td>
<td>Teachers will complete data chats with students following each assessment as a step for teachers to further learn more about the student through this discourse.</td>
<td>Howell, Bridget</td>
<td>9/30/2015</td>
<td>PLC Logs-staff developers will work with PLC facilitators to ensure teachers know how to conduct a data chat through PLCs. Staff developers will model with teachers as needed. Teacher lesson plans are reviewed by Assistant Principals to confirm if the data chat was conducted each assessment. Student growth plans for each course.</td>
<td>5/25/2016 quarterly</td>
</tr>
<tr>
<td>G2.B1.S3.A1</td>
<td>AVID Path Training</td>
<td>Mobley, Robin</td>
<td>6/8/2015</td>
<td>Lesson Plans which are reviewed by Assistant Principals and walkthroughs conducted by Instructional Leadership Team (Asst. Principals, Staff Developers)</td>
<td>8/17/2015 one-time</td>
</tr>
<tr>
<td>G3.B1.S2.A1</td>
<td>All teachers meet in PLCs on a weekly basis to review student data and plan for rigor. PLCs facilitated by instructional coaches in subject areas that have one. Common assessments developed and incorporated in weekly lesson plans.</td>
<td>Mobley, Robin</td>
<td>8/14/2015</td>
<td>Instructional Coaches will facilitate data PLC discussions. Assistant Principal observations made during PLCs. Mobley will hold Assistant principals accountable for ensuring that all teachers are engaging in weekly PLCs documented by PLC logs uploaded to Moodle database on a weekly basis.</td>
<td>6/16/2016 weekly</td>
</tr>
<tr>
<td>G3.B2.S1.A1</td>
<td>Instructional coaches will facilitate PLCs during common planning to model how to create lessons aligned to Florida Standards, effectively utilize rigorous learning goals and performance scales, and assign learning tasks and assessments that increase the instructional rigor and level of questions.</td>
<td>Zito Weaver, Shannon</td>
<td>8/14/2015</td>
<td>Coaching logs and PLC logs</td>
<td>6/10/2016 weekly</td>
</tr>
<tr>
<td>G3.B2.S3.A1</td>
<td>Science teachers will use Project Based Learning during the elaborate phase of the 5E instructional model.</td>
<td>Silkie-Rees, Marissa</td>
<td>8/14/2015</td>
<td>Science coach will review lesson plans with teachers. Teacher lesson plans will serve as evidence</td>
<td>6/10/2016 weekly</td>
</tr>
<tr>
<td>G3.B2.S4.A1</td>
<td>Teachers and coaches will meet collaboratively during common planning to ensure curriculum, instruction and assessments are aligned, designed and delivered with a focus on continuous improvement of student engagement and academic achievement.</td>
<td>Howell, Bridget</td>
<td>9/1/2015</td>
<td>Coaching weekly calendars will evidence that instructional coaches are facilitating PLCs during common planning periods for successful unit and lesson planning to meet the instructional objectives via use of gradual release model or 5E Lesson planning model.</td>
<td>6/7/2016 one-time</td>
</tr>
<tr>
<td>G3.B2.S5.A1</td>
<td>Math coach will help math teachers learn how to create Formative</td>
<td>Zito Weaver, Shannon</td>
<td>8/21/2015</td>
<td>Evidence of support will be documented in weekly coaching logs,</td>
<td>6/10/2016 biweekly</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
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<tr>
<td>G3.B2.S6.A1</td>
<td>Assessments (MFAS) aligned to the MAFS and include tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.</td>
<td>Joslyn, Jayme</td>
<td>8/14/2014</td>
<td>PLC logs, assessments and assigned tasks</td>
<td>6/10/2016 quarterly</td>
</tr>
<tr>
<td>G3.B2.S7.A1</td>
<td>School based Eagle University sessions will be provided on campus each quarter.</td>
<td>Joslyn, Jayme</td>
<td>9/30/2015</td>
<td></td>
<td>6/10/2016 every-6-weeks</td>
</tr>
<tr>
<td>G2.B1.S5.A1</td>
<td>Help educators learn more about mindsets and practices that help students develop them.</td>
<td>Mobley, Robin</td>
<td>8/18/2015</td>
<td>Sign-in sheets and deliverable tasks will serve as evidence of completion.</td>
<td>6/10/2016 one-time</td>
</tr>
<tr>
<td>G2.B1.S4.A1</td>
<td>Help educators learn more about the various aspects of historical, linguistic and cultural backgrounds that all students come to class with everyday.</td>
<td>Joslyn, Jayme</td>
<td>8/14/2015</td>
<td>All Faculty PLC minutes, agenda, ppt presentation of facilitated learning in the PLC, PLC feedback survey</td>
<td>6/9/2016 one-time</td>
</tr>
<tr>
<td>G1.B1.S1.A2</td>
<td>Use the report created to identify students for Tier 2 and Tier 3 academic and behavior interventions and implement the interventions.</td>
<td>Walker, Kristy</td>
<td>9/15/2015</td>
<td>Bi-Weekly Tier 3 Academic and Behavior Meeting minutes for each grade level</td>
<td>5/31/2016 biweekly</td>
</tr>
<tr>
<td>G2.B1.S2.A2</td>
<td>Enact and maintain Social Contract, use the “4 Questions” and utilize the EXCEL model</td>
<td>Lyons, Derrick</td>
<td>8/18/2015</td>
<td>Classroom observations and walkthrough data monitored by Instructional Coaches and APs</td>
<td>5/24/2016 one-time</td>
</tr>
<tr>
<td>G3.B1.S1.A2</td>
<td>All teachers will engage in a weekly data PLC to analyze data and inform and differentiate instruction.</td>
<td>Joslyn, Jayme</td>
<td>8/24/2015</td>
<td>Instructional Coaches will facilitate, PLC logs and sign in sheets</td>
<td>5/19/2016 weekly</td>
</tr>
<tr>
<td>G3.B1.S2.A2</td>
<td>Individual data analysis-data are analyzed weekly form a variety of ongoing assessments and checks for understanding, interpreted and used to regularly monitor progress toward achievement goals. Decisions about how to adjust instruction based on student data, formative and summative assessments and other feedback, to determine student levels of deficiency and proficiency.</td>
<td></td>
<td></td>
<td>PLC logs, instructional coaches facilitate, c</td>
<td>one-time</td>
</tr>
<tr>
<td>G3.B2.S4.A2</td>
<td>Instructional coaches will provided continual and ongoing support through coaching cycles and facilitating PLCs</td>
<td></td>
<td>8/21/2015</td>
<td>PLC logs, coaching calendar</td>
<td>6/10/2016 weekly</td>
</tr>
<tr>
<td>G3.B2.S8.A2</td>
<td>Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards based lessons including higher order questions and common assessments.</td>
<td>Mobley, Robin</td>
<td>8/14/2015</td>
<td>Lesson plans, PLC logs, class visits</td>
<td>6/10/2016 weekly</td>
</tr>
<tr>
<td>G3.B2.S1.A2</td>
<td>Eagle University sessions conducted on effective implementation of goals and scales to positively impact student learning.</td>
<td></td>
<td>8/21/2015</td>
<td>Eagle University SEssion sign up sheets</td>
<td>10/2/2015 biweekly</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
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<tr>
<td>G3.B2.S3.A2</td>
<td>Math teachers will utilize the 5E lesson planning model for creating and implementing lessons effectively</td>
<td>Zito Weaver, Shannon</td>
<td>8/21/2015</td>
<td>Lesson plans and class visits</td>
<td>6/10/2016 weekly</td>
</tr>
<tr>
<td>G1.B1.S1.A3</td>
<td>Use the report created to ensure students know where they stand as it relates to on track for graduation. This will be done through data chats.</td>
<td>Mobley, Robin</td>
<td>11/2/2015</td>
<td>Grade level assistant principals observed or documented grade level conversations with their students regarding on track for graduation, graduation year, and class motto. Students who are on track have an on track bracelet and can identify why they are or are not on track for graduation.</td>
<td>6/1/2016 quarterly</td>
</tr>
<tr>
<td>G2.B1.S3.A3</td>
<td>Teachers will disaggregate and analyze formative assessment data and plan lessons that respond to students who are not demonstrating academic growth by utilizing effective WICORT strategies.</td>
<td>Joslyn, Jayme</td>
<td>9/1/2015</td>
<td>Lesson plans and PLC observations</td>
<td>5/18/2016 one-time</td>
</tr>
<tr>
<td>G3.B1.S1.A3</td>
<td>All teachers will engage in professional development on collecting data from multiple resources and creating advanced reports.</td>
<td>Walker, Kristy</td>
<td>8/12/2015</td>
<td>PLC logs and sign in sheets</td>
<td>5/19/2016 quarterly</td>
</tr>
<tr>
<td>G3.B2.S8.A5</td>
<td>Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.</td>
<td>Mobley, Robin</td>
<td>8/14/2015</td>
<td>Lesson plans, class visits</td>
<td>6/10/2016 every-3-weeks</td>
</tr>
<tr>
<td>G1.MA1</td>
<td>Looking at EWS report</td>
<td>Mobley, Robin</td>
<td>8/25/2014</td>
<td>SBLT Notes</td>
<td>6/1/2015 every-6-weeks</td>
</tr>
<tr>
<td>G2.MA1</td>
<td>Analyze progress monitoring data to identify student achievement of African American and ELL students that are at-risk</td>
<td>Walker, Kristy</td>
<td>8/13/2015</td>
<td>PLC minutes</td>
<td>6/9/2016 quarterly</td>
</tr>
<tr>
<td>G2.MA2</td>
<td>Classroom walkthroughs will be conducted to determine the level of implementation.</td>
<td>Mobley, Robin</td>
<td>8/14/2015</td>
<td>Data from classroom walkthroughs will be shared weekly and next steps determined to support any gaps of implementation.</td>
<td>6/9/2016 one-time</td>
</tr>
<tr>
<td>Source</td>
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<tr>
<td>G2.B1.S2.MA1</td>
<td>Walk-through Tool with look fors for cultural responsiveness</td>
<td></td>
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</tr>
<tr>
<td>G2.B1.S3.MA1</td>
<td>Instructional leadership team will monitor PLC logs and classroom walk-through data to monitor evidence of implementation of high yield instructional strategies</td>
<td>Mobley, Robin</td>
<td>9/2/2014</td>
<td></td>
<td>5/29/2015 weekly</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>principal and assistant principals will conduct weekly classroom walk-throughs and provide feedback to teachers</td>
<td>Mobley, Robin</td>
<td>9/2/2014</td>
<td>weekly walkthrough feedback and data</td>
<td>5/29/2015 weekly</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>will ensure that each PLC team has attended professional development and will review and give feedback on weekly PLC logs</td>
<td>Walker, Kristy</td>
<td>9/1/2014</td>
<td>PLC meeting minutes and sign-in sheets</td>
<td>5/29/2015 quarterly</td>
</tr>
<tr>
<td>G3.B2.S1.MA1</td>
<td>Administrators will observe a shift instruction that reflects topics of PLC logs and includes high-yield instructional strategies. Increase in student achievement as shown on district common assessments via Performance Matters.</td>
<td>Mobley, Robin</td>
<td>9/2/2014</td>
<td>Increase in high yield instructional strategies reflected through classroom walk-through data.</td>
<td>5/29/2015 quarterly</td>
</tr>
<tr>
<td>G3.B2.S1.MA1</td>
<td>Administrator will continually monitor PLC forms and review coaching logs</td>
<td>Lyons, Derrick</td>
<td>9/2/2014</td>
<td>feedback will be provided to teachers and instructional coaches</td>
<td>5/29/2015 weekly</td>
</tr>
<tr>
<td>G3.B2.S2.SMA1</td>
<td>Mathematics, Science, and Literacy Instructional Coaches will attend PLC’s when not engaged in coaching cycles.</td>
<td>Zito Weaver, Shannon</td>
<td>8/18/2014</td>
<td>PLC logs will document the presence of Instructional coaches at PLCs</td>
<td>6/5/2015 weekly</td>
</tr>
<tr>
<td>G3.B3.S1.MA1</td>
<td>PLC facilitators will be provided professional development on facilitating highly effective PLC’s</td>
<td>Walker, Kristy</td>
<td>9/9/2014</td>
<td>SBLT agenda and sign-in will serve as evidence that all PLC facilitators have engaged in professional development.</td>
<td>9/9/2014 one-time</td>
</tr>
<tr>
<td>G3.B2.S2.MA1</td>
<td>Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that there is a plan to implement the instructional strategies</td>
<td>Mobley, Robin</td>
<td>9/3/2014</td>
<td>Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that there is a plan to implement the instructional strategies</td>
<td>4/1/2015 weekly</td>
</tr>
<tr>
<td>G3.B2.S2.MA1</td>
<td>Ongoing professional development will be provided through Eagle University (1st Wednesday of each month), PLCs and coaching cycles</td>
<td>Silkie-Rees, Marissa</td>
<td>9/3/2014</td>
<td>Eagle University sign in sheets and coaching logs will be monitored</td>
<td>4/1/2015 monthly</td>
</tr>
<tr>
<td>G3.B3.S3.MA1</td>
<td>Science coach will use student assessment data to monitor and support the effectiveness of using project based learning.</td>
<td>Silkie-Rees, Marissa</td>
<td>9/1/2014</td>
<td>Coaching logs will evidence that science coach has engaged PLCs in using student assessment data to monitor the effectiveness of using project based learning.</td>
<td>5/1/2015 monthly</td>
</tr>
<tr>
<td>G3.B3.S3.MA1</td>
<td>Science coach will use observation with feedback to monitor and support the use of Project Based Learning during the elaborate phase of the 5E instructional model.</td>
<td>Silkie-Rees, Marissa</td>
<td>9/1/2014</td>
<td>Coaching logs will evidence that science coach is supporting the use of Project Based Learning</td>
<td>6/5/2015 monthly</td>
</tr>
<tr>
<td>G3.B2.S4.MA1</td>
<td>Principal and assistant principals will review coaching logs to ensure that coaching cycles are taking place and lesson plans/conduct walkthroughs to</td>
<td>Joslyn, Jayme</td>
<td>9/1/2014</td>
<td>Feedback on coaching logs, lessons plans and walkthroughs</td>
<td>6/5/2015 monthly</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
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</tr>
<tr>
<td>G3.B2.S5.MA1</td>
<td>ensure that strategies are being put into practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3.B2.S5.MA1</td>
<td>Math Coach will review lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.</td>
<td>Zito Weaver, Shannon</td>
<td>9/15/2014</td>
<td>Coaching logs will evidence that math coach has reviewed lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.</td>
<td>6/5/2015 biweekly</td>
</tr>
<tr>
<td>G3.B2.S5.MA1</td>
<td>School principal will review weekly coaching logs to ensure that adequate support is being provided to mathematics teachers.</td>
<td>Mobley, Robin</td>
<td>9/5/2014</td>
<td>Weekly coaching logs will be reviewed to monitor support being provided/</td>
<td>6/5/2015 weekly</td>
</tr>
<tr>
<td>G3.B2.S6.MA1</td>
<td>Instructional Coaches and Curriculum Specialist will provide support through coaching cycles and/or PLCs for content delivered at school based just in time professional development.</td>
<td>Mobley, Robin</td>
<td></td>
<td>Principal and assistant principals will monitor coaching logs to hold Instructional Coaches and Curriculum Specialist accountable for providing support of content delivered at school based just in time professional development.</td>
<td></td>
</tr>
<tr>
<td>G3.B2.S6.MA1</td>
<td>Curriculum specialist will coordinate with instructional leadership team to ensure that relevant and valuable professional development is delivered each month</td>
<td>Porter-Isom, Kiana</td>
<td>9/3/2014</td>
<td>Instructional leadership team minutes will serve as evidence that a plan for relevant and valuable professional development is discussed each month.</td>
<td>4/1/2015 monthly</td>
</tr>
<tr>
<td>G3.B2.S7.MA1</td>
<td>Curriculum specialist will monitor book study and provide feedback to participants.</td>
<td>Porter-Isom, Kiana</td>
<td>10/1/2014</td>
<td>Curriculum specialist will monitor book study and provide feedback to participants on a weekly basis as evidenced by feedback and artifacts in Moodle LMS</td>
<td>5/29/2015 biweekly</td>
</tr>
</tbody>
</table>

**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. Student achievement of African American, Students with Disabilities and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

G2.B1 Students experience excessive loss of instructional time because they are not engaged in culturally responsive classroom environments and high yield instructional strategies

G2.B1.S2 Capturing Kids Hearts and EXCEL Model

PD Opportunity 1

Capturing Kids Hearts Training

Facilitator
Boyce, Porter-Isom

Participants
All Teachers, APs, Principals, and Staff Developers

Schedule
On 6/1/2016

PD Opportunity 2

Enact and maintain Social Contract, use the “4 Questions” and utilize the EXCEL model

Facilitator
Porter Isom and Boyce

Participants
Teachers

Schedule
On 5/24/2016
**G2.B1.S3** Effective Writing, Inquiry, Collaborative, Organization, Reading and Technology (WICORT) strategies will be implemented in all classes.

**PD Opportunity 1**
AVID Path Training

**Facilitator**
Various

**Participants**
All teachers, Assistant Principals and staff developers

**Schedule**
On 8/17/2015

**PD Opportunity 2**
Schedule AVID Booster Sessions via Eagle University Sessions

**Facilitator**
AVID Site Team members

**Participants**
Teachers

**Schedule**
On 5/18/2016

**G2.B1.S5** Create a growth mindset so that effective implementation of standards based instruction positively impacts student learning and so that school is an exciting place that provides students with an opportunity to learn and develop their intelligence.

**PD Opportunity 1**
Help educators learn more about mindsets and practices that help students develop them.

**Facilitator**
Mobley

**Participants**
All staff

**Schedule**
On 6/10/2016
G3. Student achievement for all students will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive instruction.

G3.B1 Data is not used to consistently differentiate and scaffold instruction to increase student performance in all classrooms.

G3.B1.S1 Data is used to inform and differentiate instruction based on student needs.

**PD Opportunity 1**

All teachers will engage in professional development focused on using data to drive instruction based on student needs.

**Facilitator**

Walker

**Participants**

All teachers encouraged to attend

**Schedule**

On 6/9/2016

**PD Opportunity 2**

All teachers will engage in a weekly data PLC to analyze data and inform and differentiate instruction.

**Facilitator**

PLC Facilitators

**Participants**

All teachers

**Schedule**

Weekly, from 8/24/2015 to 5/19/2016
PD Opportunity 3

All teachers will engage in professional development on collecting data from multiple resources and creating advanced reports.

**Facilitator**

MTSS Staff Developer/Instructional Coaches

**Participants**

all teachers

**Schedule**

Quarterly, from 8/12/2015 to 5/19/2016

G3.B1.S2 Utilize Professional Learning Communities (PLCs) to identify a variety of ongoing assessments and checks for understandings to effectively interpret and analyze individual student data to help all students meet individual achievement goals.

PD Opportunity 1

All teachers meet in PLCs on a weekly basis to review student data and plan for rigor. PLCs facilitated by instructional coaches in subject areas that have one. Common assessments developed and incorporated in weekly lesson plans.

**Facilitator**

Kristy Walker and Bridgett Howell

**Participants**

PLC Facilitators

**Schedule**

Weekly, from 8/14/2015 to 6/16/2016
**G3.B1.S3** Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

**PD Opportunity 1**

Teachers will complete data chats with students following each assessment.

**Facilitator**

Howell

**Participants**

Teachers

**Schedule**

Quarterly, from 9/4/2015 to 6/10/2016

**G3.B2** Teachers do not consistently ensure curriculum, instruction and assessment are aligned, designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.

**G3.B2.S1** Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Florida Standards Assessment.

**PD Opportunity 1**

Instructional coaches will facilitate PLCs during common planning to model how to create lessons aligned to Florida Standards, effectively utilize rigorous learning goals and performance scales, and assign learning tasks and assessments that increase the instructional rigor and level of questions.

**Facilitator**

Instructional Coaches

**Participants**

All teachers

**Schedule**

Weekly, from 8/14/2015 to 6/10/2016
PD Opportunity 2

Eagle University sessions conducted on effective implementation of goals and scales to positively impact student learning.

Facilitator
Teacher Leaders, Instructional Coaches

Participants
teachers

Schedule
Biweekly, from 8/21/2015 to 10/2/2015


PD Opportunity 1

ELA, Reading, Science and Social Studies teachers will receive professional development around close reading, instructional shifts, standards, assessment, instructional methods and exemplar lessons.

Facilitator
Instructional Coaches, teacher leaders

Participants
Instructional Staff

Schedule
Every 6 Weeks, from 8/21/2015 to 6/10/2016
G3.B2.S3 Teachers receive professional development on the implementation of the 5E instructional model.

PD Opportunity 1
Science teachers will use Project Based Learning during the elaborate phase of the 5E instructional model.

Facilitator
Science Coach

Participants
science teachers

Schedule
Weekly, from 8/14/2015 to 6/10/2016

PD Opportunity 2
Math teachers will utilized the 5E lesson planning model for creating and implementing lessons effectively

Facilitator
Math Coach

Participants
Math teachers

Schedule
Weekly, from 8/21/2015 to 6/10/2016
G3.B2.S4 Instructional Coaches (Mathematics, Science, ELA) are embedded in mathematics, science, and ELA classes for the purpose of implementing lessons inspired by the MAFS, LAFS, and Science standards and differentiated for students based on data.

PD Opportunity 1

Teachers and coaches will meet collaboratively during common planning to ensure curriculum, instruction and assessments are aligned, designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

**Facilitator**

Instructional staff developers

**Participants**

teachers

**Schedule**

On 6/7/2016


PD Opportunity 1

School based Eagle University sessions will be provided on campus each quarter.

**Facilitator**

Instructional Staff Developers, various teacher leaders

**Participants**

Instructional staff

**Schedule**

Quarterly, from 8/14/2014 to 6/10/2016

PD Opportunity 2

All teachers attend District Wide Training (DWT) and District provided Just In Time (JIT) Trainings

**Facilitator**

Various

**Participants**

Teachers

**Schedule**

Semiannually, from 9/17/2015 to 6/10/2016

**PD Opportunity 1**

Curriculum specialist will facilitate a virtual book study of "The Art and Science of Teaching" and/or "Essentials of Achieving Rigor" Series through eLearning

**Facilitator**

Kiana Porter-Isom, teacher leader

**Participants**

Instructional Staff

**Schedule**

Every 6 Weeks, from 9/30/2015 to 6/10/2016

G3.B2.S8 Teachers and coaches will meet collaboratively during common planning to ensure curriculum, instruction and assessments are aligned, designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

**PD Opportunity 1**

Teachers engage in peer observations.

**Facilitator**

Instructional coaches

**Participants**

Teachers

**Schedule**

Quarterly, from 9/1/2015 to 6/10/2016

**PD Opportunity 2**

Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.

**Facilitator**

Instructional coaches

**Participants**

All teachers

**Schedule**

Quarterly, from 8/14/2015 to 6/10/2016
PD Opportunity 3

Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.

Facilitator
Various staff (Boyce, Wong)

Participants
Teachers

Schedule
Every 3 Weeks, from 8/14/2015 to 6/10/2016

PD Opportunity 4

Implement WICORT and CKH strategies in lesson plans and ensure effective implementation.

Facilitator
Various Staff, instructional coaches, AVID Site team members

Participants
Teachers

Schedule
Biweekly, from 9/21/2015 to 6/10/2016

PD Opportunity 5

Implement Marzano High Yield Strategies in lesson plans and ensure effective implementation.

Facilitator
Instructional coaches

Participants
teachers

Schedule
Daily, from 9/21/2015 to 6/10/2016
### Technical Assistance Items

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

### Budget