

Tyrone Middle School

6421 22ND AVE N, St Petersburg, FL 33710

<http://www.tyrone-ms.pinellas.k12.fl.us>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

50%

School Grades History

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

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

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 leanings 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)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- * Attendance 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:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	39	73	66	178
One or more suspensions	29	40	41	110
Course failure in ELA or Math	10	18	17	45
Level 1 on statewide assessment	131	169	172	472

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	73	97	70	240

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 Student-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:

Name	Title
Porter-Isom, Kiana	Other
Zito Weaver, Shannon	Instructional Coach
Joslyn, Jayme	Assistant Principal
Moore, LaSonya	Assistant Principal
Evans, Kristy	Other

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 jobobservation 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' TASC0 (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 1, 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)

Membership:

Name	Stakeholder Group
Robin Mobley	Principal
Kim Richards	Teacher
Erika Washington	Student
Heather Moreland	Parent
Tamia Simmons	Parent
Melissa Sexias	Business/Community
	Student
Joslynja@pcsb.org	Principal
	Student

Duties

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

Evaluation of last year's school improvement plan

At the September SAC meeting, SAC members will review the School Improvement Plan for the 2015-20156 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:

Name	Title
Howell, Bridget	Instructional Coach
Silkie-Rees, Marissa	Instructional Coach
Porter-Isom, Kiana	Instructional Coach
Mobley, Robin	Principal
Joslyn, Jayme	Assistant Principal
Zito Weaver, Shannon	

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

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

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 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:

Strategy: Extended School Day

Minutes added to school year: 5,000

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

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.

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

Needs Assessment

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_Assesment_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. **1a**

G063290

Targets Supported **1b**

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	30.0

Resources Available to Support the Goal **2**

- 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 **3**

- 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. **8**

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. 1a

G063291

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	41.0
AMO Math - ELL	50.0
AMO Reading - African American	47.0
AMO Reading - ELL	45.0
CELLA Writing Proficiency	
AMO Math - SWD	43.0
AMO Reading - SWD	43.0

Resources Available to Support the Goal 2

- 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 3

- 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. 8

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. 8

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.

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. 1a

 G063292

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	50.0
Civics EOC Pass	

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. **1**

 G063290

G1.B1 Lack of a structured system or process to collect, analyze, review, and communicate data in regards to at risk students. **2**

 B162837

G1.B1.S1 Create a systematic process to monitor and intervene with students that have two or more at-risk indicators. **4**

 S174264

Strategy Rationale

Systematic way is needed to monitor at-risk students

Action Step 1 **5**

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 5

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 5

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 5

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 6

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 7

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. **1**

 G063291

G2.B1 Students experience excessive loss of instructional time because they are not engaged in culturally responsive classroom environments and high yield instructional strategies **2**

 B162839

G2.B1.S1 Students will set growth goals utilizing their own data received during periodic data chats **4**

 S174265

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1 **5**

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 **6**

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 7

Review of walkthrough data

Person Responsible

Jayne 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 4

 S174266

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1 5

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 5

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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 4

 S174267

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1 5

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 5

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 5

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

Jayne Joslyn

Schedule

On 5/18/2016

Evidence of Completion

Lesson plans and PLC observations

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Offer AVID boost trainings during The Eagle University

Person Responsible

Kiana Porter-Isom

Schedule

On 4/1/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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. 4

 S183286

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 5

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

Person Responsible

Jayne 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. 4

 S183371

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 5

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. 1

G063292

G3.B1 Data is not used to consistently differentiate and scaffold instruction to increase student performance in all classrooms. 2

B162840

G3.B1.S1 Data is used to inform and differentiate instruction based on student needs. 4

S174268

Strategy Rationale

Differentiation of instruction is needed to reach all learners.

Action Step 1 5

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 5

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

Person Responsible

Jayne 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 5

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

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

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

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

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

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. 4

 S174269

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 5

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 5

Individual data analysis-data are analyzed weekly from 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

Action Step 3 5

Student work protocol utilized in PLCs once every quater, at minimum.

Person Responsible

Bridget Howell

Schedule

On 6/2/2016

Evidence of Completion

Observation in PLC, PLC Logs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

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

G3.B1.S3 Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. 4

 S174270

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 5

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

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. **2**

 B162841

G3.B2.S1 Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Florida Standards Assessment . **4**

 S174271

Strategy Rationale

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

Action Step 1 **5**

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 **5**

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

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

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

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

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.

G3.B2.S2 Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. 4

S174272

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 5

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

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

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

G3.B2.S3 Teachers receive professional development on the implementation of the 5E instructional model. 4

 S174273

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 5

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 5

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

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

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, LAFS, and Science standards and differentiated for students based on data. 4

 S174274

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 5

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 5

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

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

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

Jayne Joslyn

Schedule

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

Evidence of Completion

Feedback on coaching logs, lessons plans and walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S5 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. 4

 S174275

Strategy Rationale

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

Action Step 1 5

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

Plan to Monitor Fidelity of Implementation of G3.B2.S5 6

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/

Plan to Monitor Effectiveness of Implementation of G3.B2.S5 7

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.

G3.B2.S6 All teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings, AVID refreshers, and Marzano refreshers to ensure continually implementation of high yield instructional strategies. 4

 S174276

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 5

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

Person Responsible

Jayne 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.

Action Step 2 5

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

Person Responsible

Jayne Joslyn

Schedule

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

Evidence of Completion

Attendance records from the JIT trainings

Plan to Monitor Fidelity of Implementation of G3.B2.S6 6

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.

Plan to Monitor Effectiveness of Implementation of G3.B2.S6 7

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

Principial 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.

G3.B2.S7 Teachers will engage in a school-wide book study of "The Art and Science of Teaching" and/or "Essentials for Achieving Rigor" series. 4

 S174277

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Jayne Joslyn

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S7 6

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S7 7

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

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. 4

 S183479

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 5

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 5

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 5

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 5

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 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

Action Step 6 5

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

Action Step 7 5

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Generate a quarterly report that include all necessary indicators for at-risk students.	Walker, Kristy	10/26/2015	SBLT Notes and Instructional Leadership Team Notes	6/8/2016 quarterly
G2.B1.S1.A1	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.	Howell, Bridget	9/30/2015	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.	5/25/2016 quarterly
G2.B1.S2.A1	Capturing Kids Hearts Training	Mobley, Robin	8/19/2015	Monitor by Instructional Coaches and AP's during walk-throughs	6/1/2016 one-time
G2.B1.S3.A1	AVID Path Training	Mobley, Robin	6/8/2015	Lesson Plans which are reviewed by Assistant Principals and walkthroughs conducted by Instructional Leadership Team (Asst. Principals, Staff Developers)	8/17/2015 one-time
G3.B1.S1.A1	All teachers will engage in professional development focused on using data to drive instruction based on student needs.	Walker, Kristy	8/18/2015	sign in sheets	6/9/2016 one-time
G3.B1.S2.A1	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.	Mobley, Robin	8/14/2015	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.	6/16/2016 weekly
G3.B1.S3.A1	Teachers will complete data chats with students following each assessment.	Moore, LaSonya	9/4/2015	Student goal plans	6/10/2016 quarterly
G3.B2.S1.A1	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.	Zito Weaver, Shannon	8/14/2015	Coaching logs and PLC logs	6/10/2016 weekly
G3.B2.S2.A1	ELA, Reading, Science and Social Studies teachers will receive professional development around close reading, instructional shifts, standards, assessment, instructional methods and exemplar lessons.	Howell, Bridget	8/21/2015	Eagle University sign in sheets and deliverable tasks	6/10/2016 every-6-weeks
G3.B2.S3.A1	Science teachers will use Project Based Learning during the elaborate phase of the 5E instructional model.	Silkie-Rees, Marissa	8/14/2015	Science coach will review lesson plans with teachers. Teacher lesson plans will serve as evidence	6/10/2016 weekly
G3.B2.S4.A1	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.	Howell, Bridget	9/1/2015	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.	6/7/2016 one-time
G3.B2.S5.A1	Math coach will help math teachers learn how to create Formative	Zito Weaver, Shannon	8/21/2015	Evidence of support will be documented in weekly coaching logs,	6/10/2016 biweekly

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Tyrone Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Assessments (MFAS) aligned to the MAFS and include tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.			PLC logs, assessments and assigned tasks	
G3.B2.S6.A1	School based Eagle University sessions will be provided on campus each quarter.	Joslyn, Jayme	8/14/2014	Sign-in sheets and deliverable tasks will serve as evidence of completion.	6/10/2016 quarterly
G3.B2.S7.A1	Curriculum specialist will facilitate a virtual book study of "The Art and Science of Teaching" and/or "Essentials of Achieving Rigor" Series through eLearning	Joslyn, Jayme	9/30/2015		6/10/2016 every-6-weeks
G2.B1.S5.A1	Help educators learn more about mindsets and practices that help students develop them.	Mobley, Robin	8/18/2015	All Faculty PLC minutes, agenda, ppt presentation of facilitated learning in the PLC, PLC feedback survey	6/10/2016 one-time
G2.B1.S4.A1	Help educators learn more about the various aspects of historical, linguistic and cultural backgrounds that all students come to class with everyday.	Joslyn, Jayme	8/14/2015	ALL Grade level PLC agenda, minutes, ppt presentation used to facilitate PLC and PLC feedback forms	6/9/2016 one-time
G3.B2.S8.A1	Establish and promote a common language for defining excellent instruction via the Marzano Learning Map.	Mobley, Robin	8/19/2015	PLC logs, common lesson plans and class visits	6/3/2016 daily
G1.B1.S1.A2	Use the report created to identify students for Tier 2 and Tier 3 academic and behavior interventions and implement the interventions.	Walker, Kristy	9/15/2015	Bi-Weekly Tier 3 Academic and Behavior Meeting minutes for each grade level	5/31/2016 biweekly
G2.B1.S2.A2	Enact and maintain Social Contract, use the "4 Questions" and utilize the EXCEL model	Lyons, Derrick	8/18/2015	Classroom observations and walkthrough data monitored by Instructional Coaches and APs	5/24/2016 one-time
G2.B1.S3.A2	Schedule AVID Booster Sessions via Eagle University Sessions		8/13/2015	Professional Development Calendar and attendance records	5/18/2016 one-time
G3.B1.S1.A2	All teachers will engage in a weekly data PLC to analyze data and inform and differentiate instruction.	Joslyn, Jayme	8/24/2015	Instructional Coaches will facilitate, PLC logs and sign in sheets	5/19/2016 weekly
G3.B2.S6.A2	All teachers attend District Wide Training (DWT) and District provided Just In Time (JIT) Trainings	Joslyn, Jayme	9/17/2015	Attendance records from the JIT trainings	6/10/2016 semiannually
G3.B1.S2.A2	Individual data analysis-data are analyzed weekly from 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.			PLC logs, instructional coaches facilitate, c one-time	
G3.B2.S4.A2	Instructional coaches will provided continual and ongoing support through coaching cycles and facilitating PLCs		8/21/2015	PLC logs, coaching calendar	6/10/2016 weekly
G3.B2.S8.A2	Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards based lessons including higher order questions and common assessments.	Mobley, Robin	8/14/2015	Lesson plans, PLC logs, class visits	6/10/2016 weekly
G3.B2.S1.A2	Eagle University sessions conducted on effective implementation of goals and scales to positively impact student learning.		8/21/2015	Eagle University SSession sign up sheets	10/2/2015 biweekly

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S3.A2	Math teachers will utilize the 5E lesson planning model for creating and implementing lessons effectively	Zito Weaver, Shannon	8/21/2015	Lesson plans and class visits	6/10/2016 weekly
G1.B1.S1.A3	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.	Mobley, Robin	11/2/2015	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.	6/1/2016 quarterly
G2.B1.S3.A3	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.	Joslyn, Jayme	9/1/2015	Lesson plans and PLC observations	5/18/2016 one-time
G3.B1.S1.A3	All teachers will engage in professional development on collecting data from multiple resources and creating advanced reports.	Walker, Kristy	8/12/2015	PLC logs and sign in sheets	5/19/2016 quarterly
G3.B1.S2.A3	Student work protocol utilized in PLCs once every quarter, at minimum.	Howell, Bridget	9/1/2015	Observation in PLC, PLC Logs	6/2/2016 one-time
G3.B2.S8.A3	Teachers engage in peer observations.	Mobley, Robin	9/1/2015	PLC notes, Peer to Peer observation forms completed and submitted, Instructional Coach observations	6/10/2016 quarterly
G1.B1.S1.A4	Maintain a current list of schoolwide and individual student interventions.	Walker, Kristy	9/29/2015	This will be posted in the school OneNote document on the school eLearning site	5/31/2016 daily
G3.B2.S8.A4	Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.	Mobley, Robin	8/14/2015	PLC logs, Instructional Coach observations, Student work protocol forms submitted	6/10/2016 quarterly
G3.B2.S8.A5	Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.	Mobley, Robin	8/14/2015	Lesson plans, class visits	6/10/2016 every-3-weeks
G3.B2.S8.A6	Implement WICORT and CKH strategies in lesson plans and ensure effective implementation.	Mobley, Robin	9/21/2015	Class observations/visits and lesson plans	6/10/2016 biweekly
G3.B2.S8.A7	Implement Marzano High Yield Strategies in lesson plans and ensure effective implementation.		9/21/2015	lesson plans, class visits	6/10/2016 daily
G1.MA1	Looking at EWS report	Mobley, Robin	8/25/2014	SBLT Notes	6/1/2015 every-6-weeks
G1.B1.S1.MA1	Early Warning System (EWS) Report	Mobley, Robin	8/25/2014	SBLT Notes and Instructional Leadership Team Notes	6/1/2015 quarterly
G1.B1.S1.MA1	EWS report contains all necessary indicators.	Walker, Kristy	8/25/2014	Report provides list of at risk students	6/1/2015 quarterly
G2.MA1	Analyze progress monitoring data to identify student achievement of African American and ELL students that are at-risk	Walker, Kristy	8/13/2015	PLC minutes	6/9/2016 quarterly
G2.MA2	Classroom walkthroughs will be conducted to determine the level of implementation.	Mobley, Robin	8/14/2015	Data from classroom walkthroughs will be shared weekly and next steps determined to support any gaps of implementation.	6/9/2016 one-time
G2.B1.S1.MA1	Review of walkthrough data	Joslyn, Jayme	9/2/2014	Walkthrough data	5/29/2015 biweekly
G2.B1.S1.MA1	Will conduct bi-weekly classroom walkthroughs using Administrative	Lyons, Derrick	8/25/2014	Walkthrough data and feedback	5/29/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Walk-through Tool with look fors for cultural responsiveness				
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S3.MA1	[no content entered]			one-time	
G2.B1.S3.MA1	Offer AVID boost trainings during The Eagle University	Porter-Isom, Kiana	9/3/2014		4/1/2015 one-time
G3.MA1	Instructional leadership team will monitor PLC logs and classroom walk-through data to monitor evidence of implementation of high yield instructional strategies	Mobley, Robin	9/2/2014	PLC logs and classroom walk-through data	5/29/2015 weekly
G3.B1.S1.MA1	principal and assistant principals will conduct weekly classroom walk-throughs and provide feedback to teachers	Mobley, Robin	9/2/2014	weekly walkthrough feedback and data	5/29/2015 weekly
G3.B1.S1.MA1	will ensure that each PLC team has attended professional development and will review and give feedback on weekly PLC logs	Walker, Kristy	9/1/2014	PLC meeting minutes and sign-in sheets	5/29/2015 quarterly
G3.B2.S1.MA1	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.	Mobley, Robin	9/2/2014	Increase in high yield instructional strategies reflected through classroom walk-through data.	5/29/2015 quarterly
G3.B2.S1.MA1	Administrator will continually monitor PLC forms and review coaching logs	Lyons, Derrick	9/2/2014	feedback will be provided to teachers and instructional coaches	5/29/2015 weekly
G3.B1.S2.MA1	Mathematics, Science, and Literacy Instructional Coaches will attend PLC's when not engaged in coaching cycles.	Zito Weaver, Shannon	8/18/2014	PLC logs will document the presence of Instructional coaches at PLCs	6/5/2015 weekly
G3.B1.S2.MA1	PLC facilitators will be provided professional development on facilitating highly effective PLC's	Walker, Kristy	9/9/2014	SBLT agenda and sign-in will serve as evidence that all PLC facilitators have engaged in professional development.	9/9/2014 one-time
G3.B2.S2.MA1	Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that their is a plan to implement the instructional strategies	Mobley, Robin	9/3/2014	Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that their is a plan to implement the instructional strategies	4/1/2015 weekly
G3.B2.S2.MA1	Ongoing professional development will be provided through Eagle University (1st Wednesday of each month), PLCs and coaching cycles	Silkie-Rees, Marissa	9/3/2014	Eagle University sign in sheets and coaching logs will be monitored	4/1/2015 monthly
G3.B2.S3.MA1	Science coach will use student assessment data to monitor and support the effectiveness of using project based learning.	Silkie-Rees, Marissa	9/1/2014	Coaching logs will evidence that science coach has engaged PLCs in using student assessment data to monitor the effectiveness of using project based learning.	5/1/2015 monthly
G3.B2.S3.MA1	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.	Silkie-Rees, Marissa	9/1/2014	Coaching logs will evidence that science coach is supporting the use of Project Based Learning	6/5/2015 monthly
G3.B2.S4.MA1	[no content entered]			one-time	
G3.B2.S4.MA1	Principal and assistant principals will review coaching logs to ensure that coaching cycles are taking place and lesson plans/conduct walkthroughs to	Joslyn, Jayme	9/1/2014	Feedback on coaching logs, lessons plans and walkthroughs	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	ensure that strategies are being put into practice.				
G3.B2.S5.MA1	Math Coach will review lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.	Zito Weaver, Shannon	9/15/2014	Coaching logs will evidence that math coach has reviewed lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.	6/5/2015 biweekly
G3.B2.S5.MA1	School principal will review weekly coaching logs to ensure that adequate support is being provided to mathematics teachers.	Mobley, Robin	9/5/2014	Weekly coaching logs will be reviewed to monitor support being provided/	6/5/2015 weekly
G3.B2.S6.MA1	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.	Mobley, Robin	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.	one-time	
G3.B2.S6.MA1	Curriculum specialist will coordinate with instructional leadership team to ensure that relevant and valuable professional development is delivered each month	Porter-Isom, Kiana	9/3/2014	Instructional leadership team minutes will serve as evidence that a plan for relevant and valuable professional development is discussed each month.	4/1/2015 monthly
G3.B2.S7.MA1	Principals and assistant principals will leverage classroom walkthroughs to collect evidence that strategies are being implemented.	Mobley, Robin	9/15/2014	classroom observation feedback	5/29/2015 monthly
G3.B2.S7.MA1	Curriculum specialist will monitor book study and provide feedback to participants.	Porter-Isom, Kiana	10/1/2014	Curriculum specialist will monitor book study and provide feedback to participants on a weekly basis as evidenced by feedback and artifacts in Moodle LMS	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G3.B2.S2 Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.

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

G3.B2.S6 All teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings, AVID refreshers, and Marzano refreshers to ensure continually implementation of high yield instructional strategies.

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

G3.B2.S7 Teachers will engage in a school-wide book study of "The Art and Science of Teaching" and/or "Essentials for Achieving Rigor" series.

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