Duval – Richard L. Brown – 2018-19 SIP

Problem Solving Quick Report

Action Plan for Improvement			
Problem Solving Key = Goal **B** = Barrier **S** = Strategy **AS** = Action Step			
STRATEGIC PLAN		**PERFORMANCE MANAGEMENT**	
Step (1-5)	Description	Measurable	Step (1.b, 6-8)
G1. **Academic**	If assigned learning tasks/activities are appropriately structured to meet the individual needs of students and are fully aligned with grade level expectations then overall and BQ learning gains for all core subject areas will improve.	**Summative Results** • FSA ELA Lowest 25% Gains: 62% (up from 52% in Spring 2017) • FSA ELA Overall Learning Gains: 54% (up from 44% in Spring 2017) • FSA Math Lowest 25% Gains: 50% (up from 33% in Spring 2017) • FSA Math Overall Learning Gains: 50% (up from 39% in Spring 2017) • FCAT Science: 50% (up from 50% in Spring 2017)	1.b
		Progress Monitoring • Curriculum Mid and End of Unit Modules • iReady Reading and Math • Achieve 3000 • DAR/DRA Growth • Progress Monitoring Assessments • District Mid-Year Scrimmage Standards Assessments • Penda Program Results	8
Brainstorm Barriers	Lack of systems and timeline to analyze student achievement data on a consistent basis in order to ensure learning activities are aligned with students' individual needs		
Brainstorm Resources	Common planning with admin and coaches, TDE to extend Professional Development Opportunities; Vertical Early Dismissal Professional Development, Model classrooms to better support new teachers.		
G1.B1	Lack of systems and timeline to analyze student achievement data on a consistent basis in order to ensure learning activities are aligned with students' individual needs		
G1.B1.S1	Provide time for instructional personnel to engage in focused professional development opportunities involving analysis of student achievement data and identification of correlated learning activities	**Effectiveness:** Student achievement data will be consistently collected and reviewed to assess appropriate academic growth of students based on grade level cut scores and expected annual growth.	7

G1.B1.S1.AS1	Instructional personnel will be given time during Early Release professional development sessions (preferably once per quarter) to collaborate with peers in disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.	**Fidelity:** • Data-Based Instructional Groupings within Weekly Lesson Plans • Differentiation Strategies within Core Lesson Plans • Early Release Meeting Agendas and Teacher Exit Tickets • Common Planning Agendas and Minutes • Data Tracking Forms • Teacher/Student Data Chat Forms • Peer Observation Reflection Forms • Artifacts from Differentiated Core and/or Center Classroom Activities (exit tickets based on standards/item specifications, choice boards, projects) • Grade Level Meeting Agendas and Minutes • Notes from Professional Development Trainings Attended and Debriefs with Colleagues	6
G1.B1.S1.AS2	Instructional personnel will participate in common planning sessions with administration and coaches to review data from recent class/district assessments and utilize data tracking methods to identify learning gain and develop an action plan for students not meeting their learning gains.		
G1.B1.S1.AS3	Instructional personnel will work together during common planning to develop teacher/student data chat forms with the purpose of conducting conferences with students to measure progress toward annual learning targets.		
G1.B1.S1.AS4	Administrations and coaches will identify model classrooms for differentiated, data-based core and/or center learning activities and allow time for teachers to observe best practices of peers with targeted pre- and post- briefings.		
G1.B1.S2.AS2	Coaches and teachers will create a classroom daily schedule that adheres to the instructional framework and includes time for teachers to meet in differentiated small groups		
G2. **School Culture**	If we collaborate with all school personnel continuously to help meet all students' needs, then most students will be able to focus on learning, resulting in a decrease in behavioral referrals and a positive learning environment.	**Summative Targets:** • Discipline Referrals will decrease by 50% (292 total in 17-18) • Restorative Justice Practices will increase by 100% (21 total in 17-18) • Out of School Suspensions will decrease by 50% (52 total in 17-18)	1.b
		Progress Monitoring: • Behavior referrals • Attendance • Progress Monitoring Sanford-Harmony Curriculum • Progress Monitoring Mind-Up Curriculum	8

Brainstorm Barriers	Inconsistent implementation of rituals/routines, behavioral curriculum and positive behavior systems to establish a student-centered culture for learning.
Brainstorm Resources	Mind-Up Curriculum, Training staff and students to implement RJ using Peer Mediation; School-Wide procedures and behavior plan developed with all school personnel.
G2.B1	Inconsistent implementation of rituals/routines, behavioral curriculum and positive behavior systems to establish a student-centered culture for learning.

G2.B1.S1	Provide training for all school personnel to implement a school-wide behavioral curriculum to define rules, expectations, and procedures for all children.	**Effectiveness:** Teachers consistently use the school-wide behavioral curriculum to acknowledge students demonstrating the expected behavior, track behavior concerns, document interventions, and follow the behavior flow chart outlined by the school PBIS team.	7
G2.B1.S1.AS1	Administrators and PBIS Members will model and monitor school-wide expectations for all school personnel, parents and students implementing rituals and routines, positive behavior plan, and positive behavior curriculum in the classroom and common areas.	**Fidelity:** • Meeting agendas and minutes will be shared with all staff members that outline school wide expectations • Weekly walkthroughs to monitor the learning environment and student engagement • PBIS meetings will be held to discuss any questions or concerns regarding school wide expectations, interventions, and next steps of support for the children. • Admin/Teacher behavior data chat form	6
G2.B1.S1.AS2	Administrators and PBIS Members will model and monitor school-wide expectations for all school personnel, parents and students implementing rituals and routines, positive behavior plan, and positive behavior curriculum in the classroom and common areas.		
G2.B1.S1.AS3	Teachers will receive ongoing feedback from weekly walk-throughs focusing on behavior expectations, student engagement and the learning environment to celebrate successes and support areas of need being tracked by all school personnel.		