



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 10/9/2020

School/Department: Dodgertown Elementary

**Action Step #
and Description:**
(If more than one action
step is evidenced here,
please include all action
step #'s and a brief
description of each.)

1.3 – African American Curriculum Matrix

DTE Implementation Steps

1. Attend the SDIRC training for administrators related to a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the SDIRC curriculum map.
2. Retrieve the curriculum matrix from the SDIRC website **on or before October 14, 2020**.
3. Meet with K-5 teachers to review implementation expectations and the resources listed within the curriculum matrix.
4. Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback

Explanation of Evidence: The following evidence includes an excerpt from the staff newsletter explaining the SDIRC published document entitled, "Required Instruction Matrix 2020-21 fina.pdf"; the article entitled, "Curriculum Matrix: African American History"; and the article entitled, "Required Instruction and African American History". It also includes meeting evidence with the Literacy Coaches who were charged with compiling sample lesson plans and resources for K-5 teachers. Combined, these documents are intended to satisfy steps #2 and #3 above listed within the "DTE Implementation Steps". Step #4 is scheduled to start during the month of October after all applicable K-2 teachers have not only reviewed implementation expectations; but, after K-2 teachers have had reasonable time to pull resources and complete lesson plans.

Results of Action Taken: As a result, K-2 Literacy Coaches are compiling sample African American History lesson plans and resources for K-5 teachers and K-5 are reviewing these resources with the expectation to start lesson plans.

Reflection: Reasonable time is needed for K-5 to review resources and plan to include African American History lessons that are required by statute.

Dodger Digest

September 28 - October 2, 2020

African American History (Required)

African American History (Curriculum Matrix)

SDIRC's Required Instruction



Required Instruction Matrix 2020-21 final.pdf
African American History

[Download](#)
221.9 KB

Curriculum Matrix: African American History

- The attached documents are quick one page reference guides showing the required instruction that is reported to the DOE and the African American History Matrix located on the SDIRC website.
- This required instruction document can also be found in the Instructional Materials Manual and the Master Schedule Resource Guide that are located in the "Handbook Directory" in the staff portal.
- Administrators must familiarize themselves with these requirements and share with instructional coaches and teachers.

Required Instruction and African American History

Action Step 1.3

- A. Develop and implement a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the curriculum map.
- B. Provide district training for administrators and district staff related to matrix implementation, monitoring, and look-fors in classrooms

DTE Implementation Steps

1. Attend the SDIRC training for administrators related to a curriculum matrix that integrates African American History teachings in grades K-12 that is included in the SDIRC curriculum map.
2. Retrieve the curriculum matrix from the SDIRC website **on or before October 14, 2020**.
3. Meet with K-5 teachers to review implementation expectations and the resources listed within the curriculum matrix.
4. Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback

Required Instruction

School District of Indian River County

2020-2021

Required Instruction 1003.42														
(1) Each district school board shall provide all courses required for middle school promotion and high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education and the arts.														
(2) Florida Statutes dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:														
Topic	Legislation	K	1	2	3	4	5	6	7	8	9	10	11	12
Declaration of Independence	1003.42(2)(a)	x	x	x	x	x	x	x	x	x	x	x	x	x
U.S. Constitution	1003.42(2)(b)	x	x	x	x	x	x	x	x	x	x	x	x	x
Federalists Papers	1003.42(2)(c)				x		x			x			x	x
Flag Education	1003.42(2)(d)	x	x	x	x	x	x							
Elements of Civil Govt	1003.42(2)(e)	x	x	x	x	x	x	x	x	x	x	x	x	x
History of the US	1003.42(2)(f)			x	x	x	x			x			x	
History of Holocaust	1003.42(2)(g)	x	x	x	x	x	x	x	x	x	x	x	x	x
History of African Americans	1003.42(2)(h)	x	x	x	x	x	x	x	x	x	x	x	x	x
Principles of Agriculture	1003.42(2)(i)			x		x		x						
Effects of Alcohol	1003.42(2)(j)						x	x	x	x				
Kindness to Animals	1003.42(2)(k)		x								x	x		
History of the State	1003.42(2)(l)					x			x	x			x	x
Conservation of Resources	1003.42(2)(m)					x			x		x	x	x	x
Community health	1003.42(2)(n)1	x	x	x	x	x	x	x	x	x	x			
Consumer health	1003.42(2)(n)2	x	x	x	x	x	x	x	x	x	x			
Environmental health	1003.42(2)(n)3		x		x	x	x	x	x	x	x	x	x	x
Family life	1003.42(2)(n)4	x		x	x			x			x	x	x	x
Mental and emotional health	1003.42(2)(n)5	x	x	x	x	x	x	x	x	x				
Injury prevention and safety	1003.42(2)(n)6	x	x	x	x	x	x	x	x	x	x	x	x	x
Internet safety	1003.42(2)(n)7	x	x	x	x	x	x	x	x	x	x	x	x	x
Nutrition	1003.42(2)(n)8	x	x	x	x	x	x	x	x	x	x			
Personal health	1003.42(2)(n)9							x	x	x	x	x	x	x
Prevention and control of disease	1003.42(2)(n)10	x	x	x	x	x	x	x	x	x	x	x	x	x
Substance use and abuse	1003.42(2)(n)11	x	x	x	x	x	x	x	x	x	x			
Teen dating violence and abuse	1003.42(2)(n)12								x	x	x	x	x	x
Health Education (Human Growth & Dev.	1003.42(2)(n)	x	x	x	x	x	x	x	x	x	x			
Study of Hispanic Contributions	1003.42(2)(p)	x	x	x	x	x	x	x	x	x		x	x	x
Study of Women’s Contributions	1003.42(2)(q)	x	x	x	x	x	x	x	x	x		x	x	x
Free Enterprise US Economy	1003.42(2)(r)	x	x	x	x	x	x		x	x		x	x	x
Character Development	1003.42(2)(s)	x	x	x	x	x	x	x	x	x				
Veterans/Memorial Day and Medal of Honor	1003.42(2)(t)	x	x	x	x	x	x	x	x	x	x	x	x	x

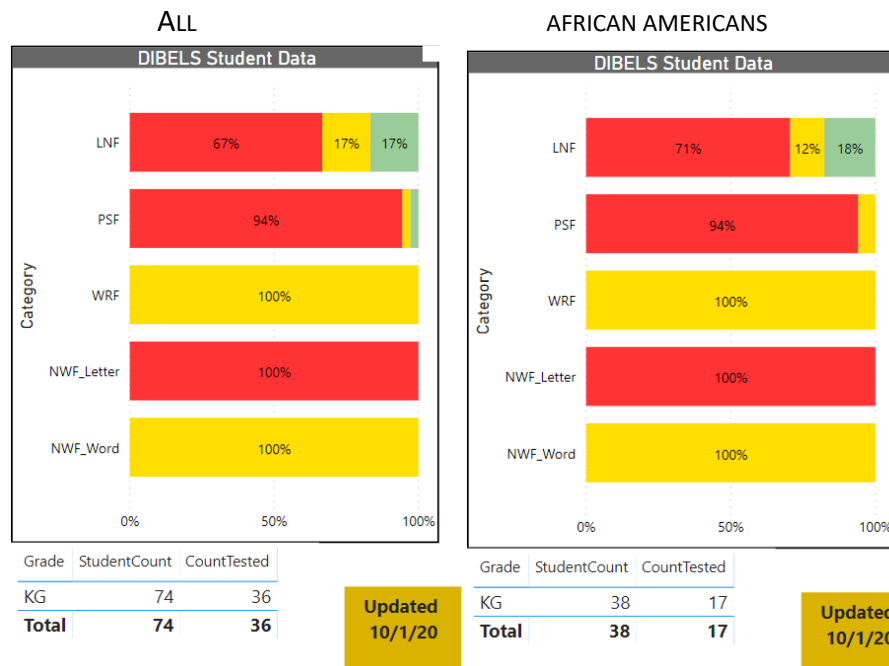
Social Studies	PE & Health	Science	Student Services	Digital Citizenship/ Media	Language Arts
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Required Instruction 1003.42 Defined	
1003.42(2)(a)	(a) The history and content of the <i>Declaration of Independence</i> , including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
1003.42(2)(b)	(b) The history, meaning, significance, and effect of the provisions of the <i>Constitution</i> of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
1003.42(2)(c)	(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the <i>Federalist Papers</i> .
1003.42(2)(d)	(d) Flag education, including proper flag display and flag salute.
1003.42(2)(e)	(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42(2)(f)	(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the <i>Declaration of Independence</i> .
1003.42(2)(g)	(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42(2)(h)	(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
1003.42(2)(i)	(i) The elementary principles of agriculture.
1003.42(2)(j)	(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
1003.42(2)(k)	(k) Kindness to animals.
1003.42(2)(l)	(l) The history of the state.
1003.42(2)(m)	(m) The conservation of natural resources.
1003.42(2)(n)	(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
1003.42(2)(o)	(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
1003.42(2)(p)	(p) The study of Hispanic contributions to the United States.
1003.42(2)(q)	(q) The study of women's contributions to the United States.
1003.42(2)(r)	(r) The nature and importance of free enterprise to the United States economy.
1003.42(2)(s)	(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-
1003.42(2)(t)	(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must

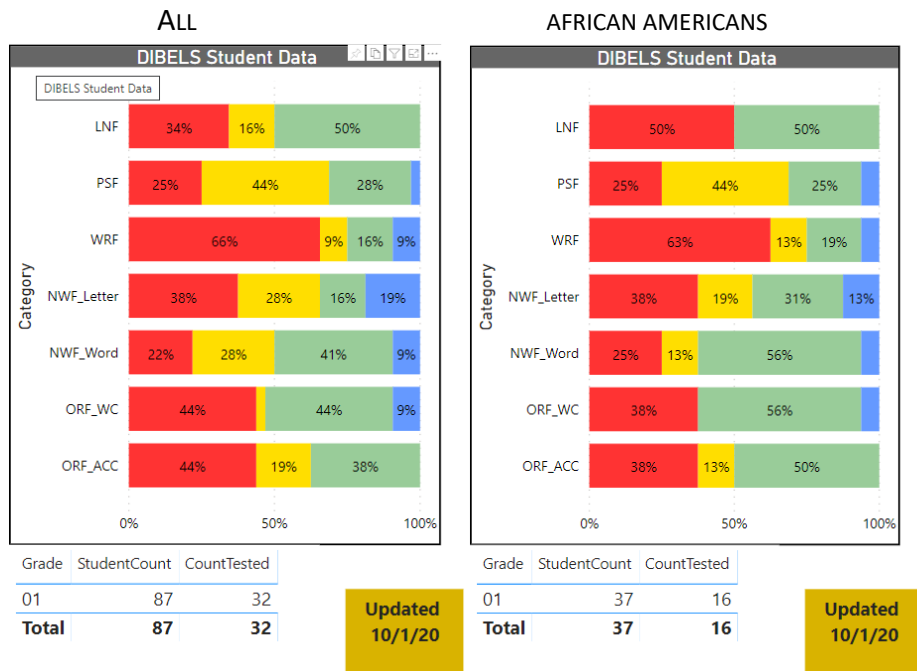
Leadership Team Meeting

October 1, 2020

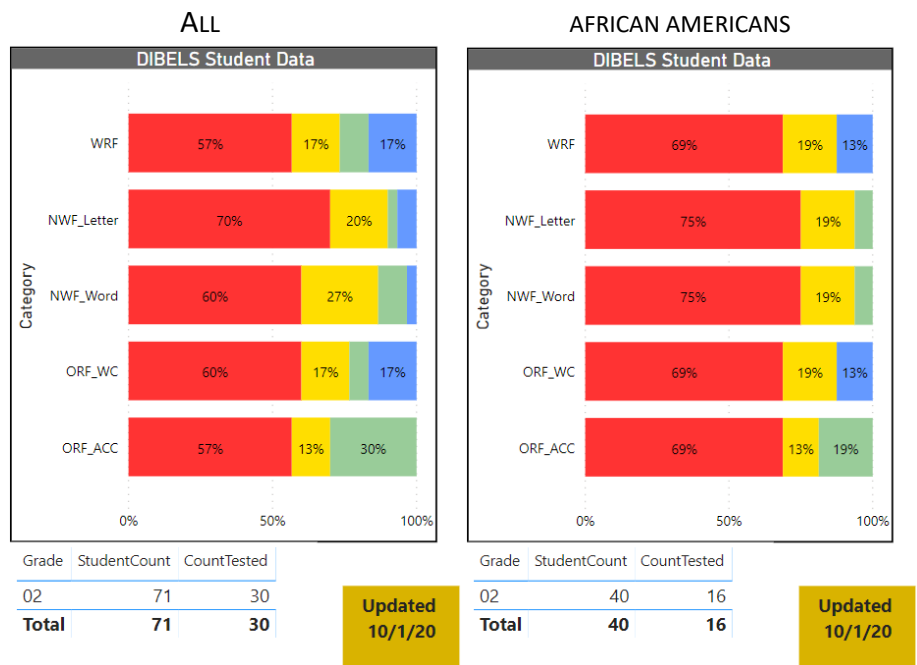
1. Dodger Digest
2. African American Achievement Plan:
 - 1.3 African American History
 - Required Instruction Matrix
 - Social Studies Texts: K-5
 - African American History Resources
 - i. Review Sample Lesson Plans
 - Expectations to meet with and support K-5 teachers with expectations, required curriculum, and resources
3. Power BI Data Dashboard Review (Student Progress Monitoring)
 - Review K-2 Reading Data,
 - i. Schedule meetings to arrange targeted reading interventions
 - K-2 DIBELS Student Data (1-Minute Probes)
 - i. LNF = Letter Naming Fluency
 - ii. PSF = Passage Reading Fluency
 - iii. WRF = Word Reading Fluency
 - iv. NWF_Letter = Non-Sense Words – Letter Sounds
 - v. NWF_Word = Non -Sense Word – Word Naming
 - vi. ORF_WC = Oral Reading Fluency – Words Correct
 - vii. ORF_ACC = Oral Reading Fluency – Accuracy
 - KINDERGARTEN



- FIRST GRADE



- SECOND GRADE



4.

		Action Step(s)	Time Frame	Person Responsible for Monitoring Outcome	
	Title			Implementation Fidelity	Effectiveness
I	Model Planning Model Effective Collaborative Planning Expectations	1. Instructional Coaches will use the new planning protocol to model effective planning	1. Each week	1. Principal	1. Leadership Team
	Address Feedback from the Impact Review: #1) Lessons #2) Tasks	2. Plan standards-aligned, grade level, rigorous <u>lessons</u> and <u>tasks</u> for whole/small group instruction a. Week 1: Design <u>ELA</u> lessons/tasks b. Week 2: Design <u>Math</u> lessons/tasks c. Week 3: Review student <u>ELA</u> products d. Week 4: Review student <u>Math</u> products	2. Each week	2. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	2. Leadership Team
	#3) Questioning	3. Plan/design quality standards-aligned Higher Order Thinking Questions (HOTQs).	3. Each week	3. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	3. Leadership Team
	#3) Questioning	4. Plan to <u>release</u> rigorous grade level, standards-aligned <u>tasks to students</u> . (Be the “guide on the side” not the “sage on the stage”.)	4. Each week	4. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	4. Leadership Team
	#3) Questioning	5. Plan to use “close reading strategies” such as the deliberate annotation of text.	5. Each week	5. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	5. Leadership Team
	#4) Monitoring	6. Plan to use deliberate methods to check for 1) understanding and 2) standards mastery. Plan to answer the following questions, “How do you know when a student is not mastering the standards? What will you do about it?”	6. Each week	6. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	6. Leadership Team
	#5) Accountable Talk	7. Plan student discourse opportunities to allow <u>all</u> students to demonstrate their understanding of the standard, including team roles that hold all students accountable.	7. Each week	7. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	7. Leadership Team
	On/Above Grade Level Students	8. Include students who are “on” or “above” grade level in enrichment activities	8. Each week	8. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	8. Leadership Team

I. Purpose

- The **purpose** of the Impact Review (IR) process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff.
- The **walkthroughs** are conducted to monitor the use of Effective Practices being implemented to ensure classrooms are providing high-quality, standards-based instruction (Academic Success, Strategic Plan) while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students (Equity, Culture, & Climate, Strategic Plan).
- After the walkthroughs** are completed **and the overall findings are discussed**, the **school-based teams** will review the information and the effects of this work on the School Improvement Plans.
- DTE Impact Review Schedule:** Impact Reviews will be conducted three times annually. Each school in the district will participate in the Impact Review process.
 - IR #1–BOY Data:** 08:00-12:00, **October 1, 2020 (Thursday)**
 - IR #2–MID Data:** 08:00-12:00, **January 8, 2021 (Friday)**
 - IR #3–EOY Data:** 08:00-12:00, **February 25, 2021 (Thursday)**
- After the district wide Impact Reviews are conducted, **Data Coms** will be held to synthesize the Impact Review data findings, School Improvement Plans/Action Plans, and current data.
 - IR #1–BOY Data:** 08:00-12:00, **October 16, 2020 (Friday) @TEC**
 - IR #2–MID Data:** 08:00-12:00, **January 21, 2021 (Thursday) @TEC**
 - IR #3–EOY Data:** 08:00-12:00, **March 12, 2021 (Friday) @TEC**
 - EOYR-FSA Data:** 08:00-12:00, **July 13-17, 2021 (Tuesday – Saturday) @TEC**

II. Walkthrough Team Members

Curriculum & Instruction		ACADEMIC SUCCESS		EQUITY, CULTURE & CLIMATE	
		Leadership		Leadership	
1. Anitra Cummings		1. Aretha Vernet		1. Dr. Sharon Packard	
2. April Perez		2. Kristen Racine		2. Robin Bethel	
3. Karen Hammler		3. Raina Ingram, K-2 Literacy Coach		3. Dr. Tracy Crawford	
4. Dr. Deborah Long		4. Stacey Miller, 3-5 Literacy Coach & IRCEA Rep.		4. Dr. Brian McMahon	
5. Fran McDonough		5. Denise Swanigan, Math Coach			
6. Dr. Colleen Lord		6. Maria Arreola, K-3 Interventionist w/groups			
7. Leslie Connelly		7. Kathryn Whittaker, ESE RS off-campus			

III. Next Steps

School based leaders will:

- Revise their SIP plans to reflect any necessary adjustments needed in the action steps.
- Should the Impact Review show a need for improvement in an area not covered by the school-based SIP, school leaders will create action plans using the attached template, to improve instruction and develop a system of monitoring those action steps.*

I. OPENING

Time		Activity	Procedure
08:00-08:45	30-45 minutes	Welcome SIP Review	<ul style="list-style-type: none"> Overview data dashboard Review the components of Phase II & III of the School Improvement Plan Review classroom walkthrough schedule <ul style="list-style-type: none"> Determine priorities in Academic Success (3, 4, 5) and Equity, Climate, & Culture (5, 8, 10) Prioritize visits <ul style="list-style-type: none"> Teachers new to DTE, grade level, or department Teachers prioritized by data Teachers who received the most support last year
08:45-09:00	15 minutes	Breakfast/Break	<ul style="list-style-type: none"> Breakfast
09:00-09:05	5 minutes	Morning Announcements	<ul style="list-style-type: none"> Pledges, Expectations
09:10-09:30	20 minutes	Form Groups/Obtain Materials	<ul style="list-style-type: none"> Obtain Materials, Preview SEL Teacher, Transition

II. WALKTHROUGH (Classroom Walkthrough Schedule)

Time		Activity	Procedure
09:35-09:45	10 minutes	Morning Meeting Social/Emotional (Sanford Harmony, Morning Meetings) KG Mackey, 01 DeGreave 03 DeBenedet, 04 Sloan	<u>Walkthrough</u> <ul style="list-style-type: none"> Conduct classroom visitations and collect data with a focus on Effective Practices <ul style="list-style-type: none"> Use the Impact Review Collection Tool Collected information should give a clear picture of: <ul style="list-style-type: none"> the level of implementation the impact on sustaining and improving instructional practices
09:45-09:50	5 minutes	Preview 1st Teacher	<u>Hallway (Preview: Before entering the classroom)</u> <ul style="list-style-type: none"> DTE: Provide guidance as to what the team would expect to see in the classroom. DTE: Discuss any support that has been provided to teacher being observed <u>Classroom (Observe & Take Notes)</u> <ul style="list-style-type: none"> What is the teacher doing/saying? <ul style="list-style-type: none"> The teacher is standing in front of the room The teacher asks, "What does glare mean?" What are the students doing/saying? <ul style="list-style-type: none"> Three (3) students with their heads down One (1) student responds to the teacher question(s) Where is the teacher in the instructional block? Consider the content standards. Is there evidence of Effective Practices? What is the level of implementation? <u>Hallway (Debrief)</u> <ul style="list-style-type: none"> Share notes on what was observed and heard. Share information on the Effective Practices. <ul style="list-style-type: none"> What was evident? What are the opportunities for improvement? Discuss what additional information is needed, including remaining questions.
09:50-11:05	75 minutes	Classroom Walkthrough	
K-5 Schofield Packard Bethel Crawford			
K, 1, 5 Math/Science Racine Cummings Long		3-5 Math/Science Swanigan Perez Lord	
K-2 ELA Ingrum McDonough Connelly		3-5 ELA Miller Hammler Vernette	
See page 3 for classroom walkthrough schedules, by group			

CLASSROOM WALKTHROUGH SCHEDULES

SCHOFIELD		
Packard ★ Bethel ★ Crawford		
09:35-09:45	10 minutes	<u>Morning Meeting: Patterson</u>
09:45-11:00	75 minutes	Equity, Culture & Climate Room 110
11:00-11:15	15 minutes	Small Group Debrief, Room 110
11:10-11:45	05 minutes	Whole Group Debrief, Media Center

RACINE (K,1,5 Math/Science)		
Cummings ★ Long		
09:35-09:45	10 minutes	Visit Morning Mtg: DeGraeve
09:45-09:50	5 minutes	Preview #1: KG Math, Lang
09:50-10:10	20 minutes	Visit #1: KG Math, Lang
10:10-10:15	5 minutes	Preview #2: 05 Science, Rubaszewski
10:15-10:35	20 minutes	Visit #2: 05 Science, Rubaszewski
10:35-10:40	5 minutes	Preview #3: 01 Math, MacWilliam
10:40-11:00	20 minutes	Visit #3: 01 Math, MacWilliam

SWANIGAN (3-5 Math)		
Perez ★ Lord		
09:35-09:45	10 minutes	Visit Morning Mtg: DeBenedet
09:45-09:50	5 minutes	Preview #1: 03 Math, Reed
09:50-10:10	20 minutes	Visit #1: 03 Math, Reed
10:10-10:12	2 minutes	Preview #2: 04 Math, Maddalon
10:12-10:27	15 minutes	Visit #2: 04 Math, Maddalon
10:27-10:29	2 minutes	Preview #3: 05 Math, Patterson
10:29-10:49	20 minutes	Visit #3: 05 Math, Patterson
10:49-10:50	1 minute	Preview #4: 05 Science, Patterson
10:50-11:05	15 minutes	Visit #4: 05 Science, Patterson

INGRUM (K-2 ELA)		
McDonough ★ Connelly		
09:35-09:45	10 minutes	Visit Morning Mtg: Mackey
09:45-09:50	5 minutes	Preview #1: KG ELA, Mackey
09:50-10:10	20 minutes	Visit #1: KG ELA, Mackey
10:10-10:15	5 minutes	Preview #2: 02 ELA, Grapsy
10:15-10:35	20 minutes	Visit #2: 02 ELA, Grapsy
10:35-10:40	5 minutes	Preview #3: 01 ELA, Runyon
10:40-11:00	20 minutes	Visit #3: 01 ELA, Runyon

MILLER (4-5)		
Hammler ★ Vernetta		
09:35-09:45	10 minutes	Visit Morning Mtg: Sloan
09:45-09:50	05 minutes	Preview #1: 03 ELA, DeBenedet
09:50-10:10	20 minutes	Visit #1: 03 ELA, DeBenedet
10:10-10:15	05 minutes	Preview #2: 04 ELA, Sloan
10:15-10:35	20 minutes	Visit #2: 04 ELA, Sloan
10:35-10:40	05 minutes	Preview #3: 05 ELA, Zitsch
10:40-11:00	20 minutes	Visit #3: 05 ELA, Zitsch

III. DEBRIEF

Time		Activity	Procedure
11:05-11:35	30 minutes	Small Group Debrief Culture ELA Math Science <ul style="list-style-type: none"> • Discuss the next steps <ul style="list-style-type: none"> ○ the level of implementation ○ the impact on sustaining and improving instructional practices 	Small Group Debrief <ul style="list-style-type: none"> • Debrief using the Impact Review Collection Tool <ul style="list-style-type: none"> ○ Review the evidence that was collected on <ul style="list-style-type: none"> ▪ the Effective Practices ▪ the level of impact ○ Based on the walkthroughs and the dialogue that has taken place <ul style="list-style-type: none"> ▪ Revisit your Phase III of your SIP ○ What are the next steps that should be implemented to: <ul style="list-style-type: none"> ▪ give the school the greatest return on investment to <ul style="list-style-type: none"> • sustain and improve instructional practices?
11:35-11:45	10 minutes	Whole Group Debrief Culture ELA Math Science <ul style="list-style-type: none"> • Each School Walkthrough Team will: <ul style="list-style-type: none"> ○ present their findings aligned to the Effective Practices and ○ discuss possible Action/Implementation Steps. • The principal will ask clarifying questions. • The principal will reflect on the presentations: <ul style="list-style-type: none"> ○ Do you agree with the findings? ○ Does this align with what the School's Leadership team believed were the instructional priorities in their School Improvement Plan? • What refinements do you think are needed? 	Whole Group Debrief <ul style="list-style-type: none"> • The principal should invite the IRCEA Union Representative to be a part of the debrief process. • Each School Walkthrough Team will: <ul style="list-style-type: none"> ○ present their findings aligned to the Effective Practices and ○ discuss possible Action/Implementation Steps. • The principal will ask clarifying questions. • The principal will reflect on the presentations: <ul style="list-style-type: none"> ○ Do you agree with the findings? ○ Does this align with what the School's Leadership team believed were the instructional priorities in their School Improvement Plan? ○ What refinements do you think are needed?

IV. CONCLUSION/IMPLEMENTATION DEVELOPMENT

Time		Activity	Procedure
11:45-12:00 10/01/2020	15 minutes	Conclusion of Findings	<ul style="list-style-type: none"> The principal will: <ul style="list-style-type: none"> synthesize the findings schoolwide (and by department) give suggestions for Action/Implementation Steps for the Effective practices.
12:00-12:15	5 minutes	Break	<ul style="list-style-type: none"> Break
12:15-02:15 10/01/2020	120 minutes	School-Based Action Plan Development (e.g. <i>I need Science support.</i>)	<ul style="list-style-type: none"> The team will work together to: <ul style="list-style-type: none"> develop/modify a Quarter 2 School-Based Action Plan that <i>may</i> consist of: <ul style="list-style-type: none"> modifying the SIP to ensure alignment of strategies ensure the action steps contain specific steps that are: <ul style="list-style-type: none"> time-bound based on specific action taken by teacher leaders, transformation coaches, instructional staff and leadership team address the instructional priorities at the school ensure that there is a clear understanding of the Effective Practices and the action/implementation steps that will need to occur to successfully sustain or improve instructional practices. ensure that there is a clear system to monitor the action steps and provide feedback. determine “How will you know that School Improvement Process is successful and sustaining and improving Effective Practices to maximize return on investments?” ensure the School Improvement Process is a topic of every School Leadership Team (SLT) meeting. ensure the School Improvement Plan/Action Plan progress s shared with stakeholders <ul style="list-style-type: none"> ensure a status of the Action/Implementation Steps is provided at faculty meetings, Leadership Meetings, SAC etc. [After the Acton Steps are completed] <ul style="list-style-type: none"> evaluate the success of the implementation and adjust if needed. use the Action Steps during walkthroughs and formative classroom data chats to decide on the success of the implementation and the impact on student outcomes. The principal will: <ul style="list-style-type: none"> Upload the Quarter 3 School-Based Action Plan recorded on the electronic SIP template no later than 48 hours after the Impact Review <ul style="list-style-type: none"> [Deadline February 4, 2020, data will be “pulled” for upcoming data reviews] February 7, 2020 Principal Data Review, 8:00-11:00 @TEC
		<p>Based on the shared feedback and findings, the school will:</p> <ul style="list-style-type: none"> be tasked with creating an Action Plan. <ul style="list-style-type: none"> The action steps in the Action Plan should: <ul style="list-style-type: none"> task out the work that will fully sustain and/or improve the Effective Practices. be timebound and be based on the expected action taken by the school’s <ul style="list-style-type: none"> leadership team, teachers, instructional coaches, and staff to address the Effective Practices. The evidence should: <ul style="list-style-type: none"> clearly show evidence of the impact of the action step. The Action Plan will: <ul style="list-style-type: none"> be developed using either of the following methods: <ul style="list-style-type: none"> Revise the SIP or Create and additional Action Plan using the attached template around the Impact Review Effective Practices. be uploaded no later than 48 hours after completing the Impact Review. 	