

Name of school: Country Club Middle School		Implementation Period	Start Date: 01/06/14	End Date: 02/14/14
IMPLEMENTATION PLAN (IP) PHASE 2 ENGLISH LANGUAGE ARTS				
Strategy taken from or added to School Improvement Plan: Ensure the explicit instruction of higher order thinking strategies and text dependent questions in Language Arts and Reading classrooms to increase comprehension and understanding for students scoring in the lowest 35%.			Please check here if this is a NEW strategy that needs to be added to the SIP: <input type="checkbox"/>	
Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)	
1. Support and monitor the explicit and systematic implementation of the core ELA and Reading intervention programs to address the learning needs of students in the lowest 35%	Tashimba Andrews (ELA CSS); Anne Knight (Reading Chair); Jimmy Espinosa (LA Chair)	01/22/14 01/29/14 02/05/14 02/12/14	<ul style="list-style-type: none"> • Observable classroom instructional practices that follow an instructional routine that incorporates differentiated instruction • Classroom rotation schedules that reflect use of assessment data • Classroom identified work stations/centers with appropriate materials • Observable teacher led center that reflects use of assessment data and appropriate materials based on student needs • Student work products that show evidence of differentiated instruction 	
2. Disaggregate assessment results and analyze data for instructional implications from Reading Fall Interim Assessments for grades 6 – 8 specifically targeting the lowest 35% of students to determine future support needs.	Tashimba Andrews (ELA CSS); Anne Knight (Reading Chair); Jimmy Espinosa (LA Chair); ELA Teachers	01/29/14	<ul style="list-style-type: none"> • Fall Interim Assessment results • Appropriate data charts 	
3. Analyze and use FAIR data to guide instructional decisions and appropriately organize differentiated instruction small groups in Reading classes specifically targeting the lowest 35% of students to determine future support needs.	Tashimba Andrews (ELA CSS); Anne Knight (Reading Chair); Reading Teachers	01/29/14	<ul style="list-style-type: none"> • FAIR data from Assessment Period 2 • FAIR boxing criteria • FAIR boxing data results • Appropriate DI activities aligned to FAIR boxing results 	

<p>4. Conduct walkthroughs to monitor the fidelity of the Implementation Plan using components of the <i>5 Dimensions of Teaching and Learning 4.0</i>.</p>	<p>Jose Fernandez (Principal); Viviana Lebena (APC); Dr. Sharon Scruggs-Williams (ELA IS)</p>	<p>01/24/14 – ongoing</p>	<ul style="list-style-type: none"> • Lesson plans that identify objective(s) and purpose of lesson • Student engagement • Curriculum aligned to district recommended pacing guides • Evidence/Assessment of student learning • Classroom environment conducive to teaching and learning (i.e. grouping, functional learning centers, interactive classroom walls/posters, etc.)
<p>5. Evaluate the Implementation Plan (IP) by revisiting classrooms to conduct an instructional review of the target high-yield strategy and action steps, debrief findings, provide feedback, and determine next steps.</p>	<p>Tashimba Andrews (ELA CSS); Dr. Sharon Scruggs-Williams (ELA IS)</p>	<p>02/05/14</p>	<ul style="list-style-type: none"> • Planning session agenda/reflection • Classroom walkthrough using 5 –Dimensions of Teaching and Learning (administration) • Debrief findings and develop a high-yield strategy for the new Implementation Plan (IP)

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IMPLEMENTATION PLAN (IP) MATHEMATICS

Strategy taken from or added to School Improvement Plan:
Implement and monitor the effective use of data driven instruction and utilize effective questioning strategies to probe for deeper understanding of mathematical concepts with opportunities for student reflection and self-corrections.

Please check here if this is a **NEW** strategy that needs to be added to the SIP:

Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)
1. Provide professional development on the implementation of differentiated instruction to utilize flexible student groupings to provide enrichment, maintenance, and remediation to address the learning needs of the students.	Annie Klian, District IS Jessica Picado, Math Chairperson Math Teachers	12/12/13	<ul style="list-style-type: none"> • Sign-in sheet • Training materials and resources provided (i.e. presentation powerpoint, handouts, and materials)
2. Conduct a collaborative planning session in which grade level teams will disaggregate Fall Interim Assessment data and/or Topic Assessment data to create flexible student groupings for remediation, maintenance, and enrichment to address the learning needs of the students.	Annie Klian, District IS Jessica Picado, Math Chairperson Math Teachers Carol Jeffrey, Assistant Principal	12/18/13	<ul style="list-style-type: none"> • Planning session agenda • Sign-in sheet • Completed D.I. planning templates • Lesson Plans
3. Disaggregate Fall Interim Assessment data and/or Topic Assessment data to determine secondary benchmarks to incorporate in the Instructional Focus Calendars, identify the instructional resources and strategies to infuse secondary benchmarks into instruction (i.e. bell ringers), and implement strategies to target the lowest 35%.	Math Teachers Jessica Picado, Math Chairperson Carol Jeffrey, Assistant Principal	01/07/14 and 01/08/14	<ul style="list-style-type: none"> • Disaggregated Fall Interim Assessment data reports and Topic Assessment data reports • Instructional Focus Calendars
4. Conduct collaborative planning sessions in which grade level teams will continue to plan lessons that incorporate differentiated instruction.	Annie Klian, District IS Math Teachers Jessica Picado, Math Chairperson Carol Jeffrey, AP	01/09/14 and 01/14/14	<ul style="list-style-type: none"> • Planning session agenda • Sign-in sheet • Lesson Plans

5. Effectively implement differentiated instruction and incorporate secondary benchmarks identified on the Instructional Focus Calendars during the instructional block.	Math Teachers	01/13/14-ongoing	<ul style="list-style-type: none"> • Lesson Plans • Completed D.I. planning templates • Student Work Samples
6. Conduct collaborative planning sessions to plan lessons that infuse questioning strategies to probe for deeper understanding of mathematical concepts and bring student work samples to share best practices for student self-corrections.	Annie Klian, District IS Math Teachers Jessica Picado, Math Chairperson Carol Jeffrey, Assistant Principal	01/22/14 and 01/29/14	<ul style="list-style-type: none"> • Planning session agenda • Sign-in sheet • Lesson Plans • Student Work Samples
7. Conduct classroom walkthroughs to monitor the effective use of data driven instruction including the implementation of the IFC, the infusion of effective questioning strategies to probe for deeper understanding of mathematical concepts, and opportunities for student reflection as evidenced by self-corrections.	Carol Jeffrey, Assistant Principal Jose Fernandez, Principal	02/05/14	<ul style="list-style-type: none"> • Lesson Plans • Instructional Focus Calendars • Completed D.I. planning templates • Student Work Samples • Lesson delivery includes effective questioning strategies

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IMPLEMENTATION PLAN (IP) iPREP MATHEMATICS				
Strategy taken from or added to School Improvement Plan: Consistently disaggregate multiple data points to set goals, track student progress, plan for teacher-led workshops to personalize learning, and plan for co-teaching roles.			Please check here if this is a NEW strategy that needs to be added to the SIP: <input checked="" type="checkbox"/>	
Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)	
1. Conduct collaborative planning sessions to analyze multiple data points (e.g., Carnegie Learning MATHia Data, Topic Assessment Data, Fall Interim Assessment Data, etc.) to create an iModule that scaffolds instruction with numerous instructional tools to allow for student choice and personalize learning.	iPrep Math Teachers; Erik Gonzalez, iPrep Math Facilitator	01/08/14 - Ongoing	<ul style="list-style-type: none"> • Data tracking tool • Data Binder • Lesson Plans (iModules) 	
2. Develop iModules that scaffold instruction by incorporating numerous instructional tools to allow for student choice and personalize learning as indicated by the data.	iPrep Math Teachers; Erik Gonzalez, iPrep Math Facilitator	01/09/14 - Ongoing	<ul style="list-style-type: none"> • Data tracking tool • Data Binder • Lesson Plans (iModules) • Teacher-led workshops 	
3. Implement iModules that allow for student choice and incorporate data-driven, teacher-led workshops (explicit instruction) using multiple data points to progress monitor students and personalize instruction.	iPrep Math Teachers	01/09/14 - Ongoing	<ul style="list-style-type: none"> • Data tracking tool • Data Binder • Lesson Plans (iModules) • Teacher-led workshops (WWW) • Student work samples 	
4. Conduct classroom walkthroughs using <i>The 5 Dimensions of Teaching and Learning 4.0</i> to monitor the implementation of data-driven, teacher-led workshops (explicit instruction) using multiple data points to progress monitor students and allowing for student choice to personalize instruction.	Jose Fernandez, Principal	02/14/14	<ul style="list-style-type: none"> • Data tracking tool • Data Binder • Lesson plans (iModules) • Teacher-led workshops (WWW) • Student work samples • Classroom walkthrough tool 	

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IMPLEMENTATION PLAN (IP) SOCIAL STUDIES				
Strategy taken from or added to School Improvement Plan: Utilize data to differentiate instruction and determine best practices.			Please check here if this is a NEW strategy that needs to be added to the SIP: <input checked="" type="checkbox"/>	
Action Step that will be implemented to address identified strategy (What/How)	Person/group responsible for task/activity (Who)	Expected completion date (When)	The strategy will be implemented when/what will be observed (Evidence)	
1. Share best practices regarding data and differentiated instruction with Social Studies teachers.	Guillermo Ramos (Curriculum Support Specialist) Jackie Viana (Social Studies Supervisor)	01/08/14	<ul style="list-style-type: none"> • Planning development materials (presentation, handouts, materials) • Interim/Data assessment results • Appropriate data charts 	
2. Disaggregate data and plan collaboratively for differentiated instruction classroom strategies.	Social Studies teachers	01/17/14	<ul style="list-style-type: none"> • Teacher classroom lesson plans • Individual student folders 	
3. Conduct walkthroughs to assess the progress of the implementation of lesson plans that include differentiated instructional strategies.	School Administration	01/31/14	<ul style="list-style-type: none"> • Walk through documentation • Classroom lesson plans • Individual student folders 	
4. Analyze and compare Fall and Winter Interim data to plan next steps for instructional plans.	Social Studies teachers	02/14/14	<ul style="list-style-type: none"> • Fall and Winter Interim Assessment data 	