FLORIDA DEPARTMENT OF EDUCATION

2012-2013

Roosevelt Elementary School

School Improvement Plan (SIP)

PART I: SCHOOL INFORMATION

School Name: Roosevelt Elementary School	**District Name:** Hillsborough
Principal: Christina Dickens	**Superintendent:** MaryEllen Elia
SAC Co-Chairs: Heather Rodriguez Merrie Tankersly	**Date of School Board Approval:** Pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Christina Dickens	BA-Elementary Education Pre K-6 and Special Education K-12 MA-Special Education, Education Leadership, Reading Specialist	2 years 5 mo.	15	2011-12 A+ Roosevelt Elementary 2010-11 A+ Roosevelt Elementary-100% AYP 2010-11 A+ Annandale Terrace, Fairfax County, Virginia 100% AYP

Assistant Principal	Christie Ray	Masters in Ed. Leadership Certified Elem. 1st-6th Grades ESOL Endorsed Gifted Endorsed 14 Years Teaching Experience	<1	<1	N/A

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Ann-Marie Gonzalez	BS-Elementary Education 1-6 M. Ed –Educational Leadership Pre-K-3rd Certification Gifted Certification ESOL Endorsed	1	7	2011-12 Head Start DRT 2010-11 A Grady Elementary A Mabry Elementary 2009-10 A Grady Elementary (part-time) 2008-09 A Grady Elementary (part-time)

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2013	
2. Recruitment Fairs	Dr. Games Goode	Ongoing	
3. MAP	Supervisor of Data Analysis	July 2013	
4. School Orientation	Principal	August 2013	
5. Monthly Meetings for New Staff	Assistant Principal	Monthly	
6. Mentor Program	Assistant Principal	Ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
Teachers • 2 Non-Highly Qualified Instructors in Gifted	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jennifer Tucker-Highly Qualified for Education Leadership, Elementary Education, ESE and ESOL; Out of Field for Gifted Education	Education Leadership, Elementary Education, ESE and ESOL	AGP	Taking Courses
Jamie Cowens-Highly Qualified for Elementary Education and Physical Education Out of Field for Gifted Education	Elementary Education, Physical Education	AGP	Taking Courses
Heather Rodriguez-Highly Qualified for Primary Education; Out of Field for ELL	Elementary Education and Primary Education	Kindergarten	Taking Courses
Brenda Quintero-Highly Qualified for Elementary and Exceptional Student Education; Out of Field for ELL	Primary Education and Exceptional Student Education	1st Grade	Taking Courses
Jackie Conklin-Highly Qualified for Elementary and Exceptional Student Education; Out of Field for ELL	Elementary Education and Exceptional Student Education	3rd Grade	Taking Courses
Kristin Holloway-Highly Qualified for Elementary Education and Art; Out of Field for ELL	Primary Education and Art	1st Grade	Taking Courses

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
100% (59)	<1% (5)	81% (11)	54% (27)	72% (16)	57% (25)	99% (57)	<1% (1)	83% (10)	52% (28)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sarah Suarez	Daniele Pepe Lucy Parrish Jamie Cowens Randee Weiss Adrienne Mason Elissa Illustrato Jennifer Loveridge	District Assigned	Bi-monthly meetings with the grade level team. Ongoing meetings as needed with principal or assistant principal. Mentor meetings are ongoing.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS/RtI Leadership Team. ***Elementary*** The leadership team includes: • Principal • Assistant Principal • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • ESE teacher

- Leads from the PLCs for each grade level, K-5
- SAC Chair

(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

Describe how the school-based MTSS/RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS/RtI efforts?

Elementary

The purpose of the core **MTSS/RtI Team** is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the grade level teams.

The **MTSS/RtI Team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:**

- Oversee the multi-layered model of **instructional** delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during school; "Walk to Success" Tier 2 groups outside of 90 minute reading block) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/Plan-Do-Check-Act)

Our MTSS/RtI team will be called the **PSLT** (Problem-Solving Leadership Team) and will serve as the main instruction/student outcome based leadership team at the school.

Some members of the RtI Team will meet weekly or bi-weekly to:

1. Use the RtI problem solving model to:

• Oversee a multi-tiered model of service delivery.

• Determine scheduling needs, curriculum intervention and enrichment resources.

• Review and interpret student data, both academic and behavioral.

• Organize and support systematic data collection.

• Strengthen the core curriculum instruction:

-through bi-weekly implementation of PLCs and PLC lead collaboration

-through the use of grade level created, subject specific, objectives based instructional calendars

-through the use of common assessments given a minimum of every 3 weeks.

-through the implementation of research-based, scientifically validated instruction and interventions.

• Plan, implement and oversee the supplemental and intensive interventions for student progression on Tier 2 and 3. Team will also monitor data assessment for these groups.

2. Identify professional development needs and resources.

- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/MTSS/RTI TEAM)

- Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/MTSS/RtI team)
- Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

- On a quarterly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during classroom instruction.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and PSLT.
- Work collaboratively with the PLCs in the implementation of the Common Core Standards curriculum material.
- Coordinate/collaborate/integrate with PLC Lead committee bi-weekly (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Describe the role of the school-based MTSS/RtI Leadership Team (PSLT) in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Elementary

- District RtI training during one PLC for every teacher in the updated MTSS/RtI procedures, documents and interventions for Tiers 1 and 2 for all students.
- The Chair of SAC is a member of the PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the PSLT and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the PLC Leads who are part of the PLCs regularly report on their efforts and student outcomes to the larger PSLT.
- The PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - **Use the problem-solving model when analyzing data:**
    1. **What is the problem? (Problem Identification)**
    2. **Why is it occurring? (Problem Analysis and Barrier Identification)**
    3. **What are we going to do about it? (Action Plan Design and Implementation)**
    4. **Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)**
  - **Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance**
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - **Identify** appropriate progress monitoring assessments to be administered at **regular** intervals matched to the intensity of **the level of instructional/intervention support provided.**
  - **Develop grading period or units of instruction//intervention** goals **that are ambitious, time-bound, and measureable (e.g., SMART goals).**
  - Review **progress monitoring data at regular intervals** to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment

support).

- **Each PLC develops PLC action plan for SIP strategy implementation and monitoring**.
- Assess the implementation of the strategies on the SIP using the following questions:
  1. **Does the data show implementation of strategies are resulting in positive student growth?**
  2. **To what extent are we making progress toward the school's SIP goals?**
  3. **If we are making progress, what can we do to sustain what is working?**
  4. **What barriers to implementation are we facing and how will we address them?**
  5. **What should we do next? What should be our plan of action?**

MTSS/RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The PLCs will work with all data available for the individual student depending on the grade level and accessible data that is available. The use of teacher input and classroom assessments will be combined with District Formatives, FAIR data, SAT and FCAT results.

PLCs and PSLT will strive to provide an overall view of the child's strengths, abilities and weaknesses.

Within each grade level, the teaching teams will work together to provide interventions for all students who are in need. PLCs will analyze grade-wide data during weekly PLC meetings to share strategies and create plans for intervention, and they also include the PSLT suggestions.

Elementary

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
District generated assessments from the Office of Assessment and Accountability -FCAT released tests	School Generated Excel Database	Reading Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Sorts PLC Logs	PSLT, PLC Leads & individual teachers
Monthly writing assessments generated by District	Data Spreadsheets PLC Logs	PSLT, PLC Leads & individual teachers
FAIR- Florida Center for Reading Research FCRR Progress Monitoring - PMRN	Progress Monitoring and Reporting Network Data Sorts PLC Logs	Reading Coach/PLC Leads, individual teachers
CELLA	Viewpoint (IPT)	ELL MTSS/RTI TEAM Representative
Teachers' common core curriculum assessments on units of instruction/big ideas in Math (Go Math) and Science (National Geographic)	PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC
DRA-2	School Generated Excel Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/PLC Leads/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database	Reading Coach/Individual Teachers/ELP
i-Station	Assessments included in computer-based program	Reading Coach/Individual Teachers/ELP

Describe the plan to train staff on MTSS/RtI.

The PLC Leads will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The PSLT will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The PSLT will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS/RtI.

Response to Intervention (RtI) has also been described in Florida as a Multi-Tiered System of Supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., Grade-Level PLCs, PLC Lead meetings, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • Assistant Principal for Curriculum • Reading Coach

- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders

Describe how the school-based LLT (PLC Lead Committee) functions.

The LLT is a subset of the PSLT. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.
At Roosevelt, this team is referred to as the PLC Lead Committee. This team will meet bi-weekly and will update the grade level PLC data in Roosevelt's Active Directory-PLC folders (school wide database) in order to track the progress of every PLC and the progress monitoring of students in Tiers 2 and 3 MTSS/RtI.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the PSLT's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

What will be the major initiatives of the LLT this year?

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Development of school wide MTSS/Rti Database within the active directory
- PLC analysis (bi-weekly) using PLC logs
- Implementation of PLC Unit of Instruction Action Plan using Plan-Do-Act-Check logs

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-	1.1. -Teachers knowledge base of this strategy	1.1. **Common Core Reading Strategy Across all Content Areas**	1.1. Who -Principal	1.1. Teacher Level -Teachers reflect on lesson	1.1. 3x per year - FAIR

5).			needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers --Lack of common planning time to *discuss best practices before the unit of instruction*. -Lack of common planning time to *identify and analyze core curriculum assessments*. -Lack of planning time to *analyze data to identify best practices.*	Reading comprehension improves when **students are engaged in grappling with complex text.** Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula. **All content area teachers are responsible for implementation.** **Action Steps** 1. PLCs write SMART goals based on chosen reading comprehension topics each nine weeks. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give an assessment based on the core curriculum. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	-AP -Reading Coach -PLC Team Leads How -PLC Meeting Notes -PLC student assessment data turned into administration. -Administration provides feedback. -Classroom walk-throughs -Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).	outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLCs share SMART Goal data with the PSLT. -Data is used to drive teacher support and student supplemental instruction.	During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 88% to 89%.	2012 Current Level of Performance: **277 (88%)**	2013 Expected Level of Performance: **280 (89%)**					
			1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	1.2. **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order,**	1.2. Who -Principal -AP -Reading Coach -PLC Team Leads How	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level	1.2. 3x per year - FAIR During the Grading Period - Common

		-Training all content area teachers --Lack of common planning time to *discuss best practices before the unit of instruction*. -Lack of common planning time to *identify and analyze core curriculum assessments.* -Lack of planning time to *analyze data to identify best practices.* -Teachers at varying levels of implementation of **higher-order, text-dependent questioning** (both with the low performing and high performing students).	**text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-PLC Meeting Notes -PLC student assessment data turned into administration. -Administration provides feedback. -Classroom walk-throughs -Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).	-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLCs share SMART Goal data with the PSLT. -Data is used to drive teacher support and student supplemental instruction.	assessments (pre, post, mid, section, end of unit, intervention checks)
		1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers --Lack of common planning time to *discuss best practices before the unit of instruction*. -Lack of common planning time to *identify and analyze core curriculum assessments.*	1.3. **Common Core Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action	1.3. Who -Principal -AP -Reading Coach -PLC Team Leads How -PLC Meeting Notes -PLC student assessment data turned into administration. -Administration provides feedback. -Classroom walk-throughs -Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).	1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLCs share SMART Goal data	1.3 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

		-Lack of planning time to *analyze data to identify best practices.* -Teachers are at varying levels of design and delivery **close reading** (both with the low performing and high performing students).	plans.		with the PSLT. -Data is used to drive teacher support and student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 69% to 70%. 2012 Current Level of Performance: **217 (69%)** 2013 Expected Level of Performance: **220 (70%)**		2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading. Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 83 points to 85 points. 2012 Current Level of Performance:* **83 points** 2013 Expected Level of Performance:* **85 points**		3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit"	3.1. **Strategy** Student achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have	3.1. Who -Principal -AP -Reading Coach -PLC Leads How -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to PSLT and Administration. Outcomes will be discussed monthly during PLC Lead meetings.	3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			log.	learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at PSLT -Administration shares the data of PLC visits with staff on a monthly basis.		
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc. -Lack of planning time for differentiated instruction. -Lack of planning time to gather and analyze data (grade papers).	3.2. **Strategy/Task** Student achievement improves when teachers use on-going student data to **differentiate instruction.** **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future	3.2. Who Who -Principal -AP -Reading Coach -PLC Leads How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at PSLT -Administration shares the data of PLC visits with staff on a monthly basis.	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC Leads/Reading Coach shares SMART Goal data with the Problem Solving Leadership Team (PSLT). -Data is used to drive teacher support and student supplemental instruction.	3.2. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. -Additional action steps for this strategy will be outlined on **Plan-Do-Check-Act "Unit of Instruction" log**			
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 83 points to 85 points.	2012 Current Level of Performance:* **83 points**	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the Reading Coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the academic	4.1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
	2013 Expected Level of Performance:* **85 points**					

				coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
		4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers. -Scheduling	4.2 Strategy Students' reading comprehension improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP	4.2 Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2 Supplemental data shared during PLCs.	4.2 Curriculum Based Measurement (EasyCBM) Biweekly Fluency Checks Monthly Comprehension Checks

<table>
<tr><td colspan="2"></td><td></td><td>program.</td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="2">5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years Roosevelt will reduce their achievement gap by 50%.
<u>Reading Goal #5:</u></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</td><td>5A.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>5A.1.
See Goals 1, 3, & 4</td><td>5A.1.</td><td>5A.1.</td><td>5A.1.</td></tr>
<tr><td rowspan="3"><u>Reading Goal #5A:</u>

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 92% to 93%.</td><td><u>2012 Current Level of Performance</u>
White: 8%
Black: n/a
Hispanic: 26%
Asian: 30%
American Indian: n/a</td><td><u>2013 Expected Level of Performance:*</u>
White: 7%
Black: n/a
Hispanic: 13%
Asian: 12%
American Indian: n/a</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>5A.2.</td><td>5A.2</td><td>5A.2</td><td>5A.2</td><td>5A.2</td></tr>
<tr><td></td><td>5A.3.</td><td>5A.3.</td><td>5A.3.</td><td>5A.3.</td><td>5A.3.</td></tr>
<tr><td colspan="2">Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="2">5B. Economically Disadvantaged students not making satisfactory progress in reading.</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td></tr>
</table>

Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 70% to 71%.	2012 Current Level of Performance **70%**	2013 Expected Level of Performance **71%**		See Goals 1, 3, & 4			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
The ESOL Resource Teacher is referred to as ERT in the strategies below.			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading. **N/A**	2012 Current Level of Performance: **N/A**	2013 Expected Level of Performance: **N/A**	5C.1	5C.1	5C.1	5C.1	5C.1 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
			5C.2. -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides	5C.2. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the CRISS walkthrough form	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART	5C.2 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests

		development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	with data aggregated for ELL performance
		5C.3	5C.3	5C.3	5C.3	5C.3 During the Grading Period -Core curriculum end of core common unit/ segment tests
		5C.4 -Improving the proficiency of ELL students in our school	5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading,	5C.4 Who -School based Administrators -ESOL Resource Teachers	5C.4 Teacher Level -Teachers reflect on lesson outcomes and use this	5C.4 -FAIR -CELLA

		is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students. Action Steps -ESOL teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.	-PLC Facilitators How PLC logs (with specific ELL information) when applicable.	knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitators share ELL SMART Goal data with the PSLT. -Data is used to drive teacher support and student supplemental instruction. -ESOL Paraprofessional meets with PLC to review performance data and progress of ELLs (inclusive of LFs)	During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the	**Student Evaluation Tool**

subgroup:					effectiveness of strategy?	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 57% to 61%.	2012 Current Level of Performance: **57%**	2013 Expected Level of Performance: **68%**	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the PSLT will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by PSLT	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use progress monitoring data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitators, ESE teacher and general education teachers share SMART Goal data with the PSLT. -Data is used to drive teacher support and student supplemental instruction.	5D.1. -FAIR During the Grading Period -Core curriculum assessments with data aggregated for SWD performance
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need	5D.2. **Strategy/Task** SWD student achievement improves through **teachers' implementation of the Plan-Do-Check-Act model** in order to plan/carry out lessons/assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following:	5D.2 Who -School based Administrators -PLC Facilitators How PLC logs (with specific SWD information) for like courses/grades.	5D.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.	5D.2 -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for

		consistent, on-going co-planning time.	-What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning? ***Reflect on the "Do"/Analyze Checks for Understanding and Student Work <u>during</u> the unit.*** For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What		<u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	SWD performance

			are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?			
		5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	-District Trainings -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coach

The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	K-5	-District Trainings (PDS) -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	K-5	-District Trainings -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	K-5	-District Trainings (PDS) -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach
IEP Training	K-5	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	Administrative Team ESE Specialist

End of Reading Goals

PART II: EXPECTED IMPROVEMENTS

Elementary Mathematics Goals

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5). Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 87% to 89%.	2012 Current Level of Performance **87%**	2013 Expected Level of Performance **88%**	1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of planning time to analyze data to identify	1.1 **Strategy** Students' math achievement improves through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare for on-line state testing. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy	1.1 Who - Principal -AP-Technology Specialist -PSLT -PLC Leads How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the PLC Leads and PSLT. The PSLT will review assessment data for positive trends.	1.1 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter,

			best practices. -Teachers not always available to attend training at the district.	are outlined on grade level/content area PLC action plans.	observing this strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation		etc.)
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of planning time to analyze data to identify best practices. -Teachers not always available to attend training at the district.	**1.2** **<u>Strategy/Task</u>** Students' math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **<u>Actions/Details</u>** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** <u>During the lessons, **teachers**:</u> -Utilize GO Math! HOT Questions. -Ask questions and/or provides activities that require students to engage in frequent higher order thinking. -Wait for full attention from the class	<u>Who</u> -Principal -AP -PSLT -PLC Leads -Classroom Math Teachers <u>How Monitored</u> -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the PLC Leads and PSLT. The PSLT will review assessment data for positive trends.	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)

			before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. <u>During the lessons, students:</u> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). <u>School Leadership</u> -Administrator collects higher order questioning walk-through data -Quarterly, PSLT/RtI have data chats with grade-level PLCs using the data gathered from walk-through tools. These quarterly PSLT/RtI data chats guide the leadership's team professional development plan (both individually and whole faculty).			
		1.3.	1.3.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.

Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 62% to 65%.	2012 Current Level of Performance **62%**	2013 Expected Level of Performance: **65%**		**See Goals 1, 3 & 4**			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics. Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points.	2012 Current Level of Performance:* **81 points**	2013 Expected Level of Performance:* **83 points**	3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. **Strategy** Students' math achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act mode**l and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log.	3.1. Who -Principal -AP-PLC Leads-Classroom Math Teachers How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and teacher representatives attend targeted District Math Trainings/Meeting -Progress of PLCs discussed at biweekly PLC Lead meeting -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration.	3.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)

				-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.			
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Students' math achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/content area PLCs.	3.2. Who -Principal -AP -Subject Area Leaders -PLC Leads How PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. Monitoring data will be reviewed every nine weeks.	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments. -Teachers use data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ PLC shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. - Teachers at varying skill levels with the GoMath curriculum - Teachers' implementation of GoMath model is not consistent across math classes. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	4.1. Strategy **Tier 2** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the **higher order thinking** strategies on identified tested benchmarks. Action Steps 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need interventions. 2. Based on the data, PLCs develop a 10 day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. 3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments. 4. Teachers implement the mini lessons and mini assessments. 5. Teachers bring assessment data back to the PLCs. 6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. 7. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. *(or schools use unit or semester test, identifying the specific skills)* 8. PLCs record their work in logs.	4.1. Who Principal AP Teacher Grade Level Team Leaders PLC Leaders How PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. Monitoring data will be reviewed every nine weeks. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or PLC Leads.	4.1. -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks	4.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points.	2012 Current Level of Performance **81 points**	2013 Expected Level of Performance: **83 points**					
			4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the	4.2 Strategy Students' math achievement improves through receiving **ELP supplemental instruction on targeted skills** that are not	4.2 Who Administrators How Monitored	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) *(From*

		students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.		*District RtI/Problem Solving Facilitators.)*
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**		5A.1.	5A.1. **See goals 1, 3 & 4**	5A.1.	5A.1.	5A.1.
Math Goal #5A: The percentage of	2012 Current Level of Performance:	2013 Expected Level of Performance:				

White students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 90% to 91%.	White: 10% Black: n/a Hispanic:30% Asian: 10% American Indian: n/a	White: 9% Black: n/a Hispanic:23% Asian: 9% American Indian: n/a					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1. **See goals 1, 3 & 4**	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 61% to 63%.	2012 Current Level of Performance: **39%**	2013 Expected Level of Performance: **37%**					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
			Anticipated Barrier	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 **N/A**	5C.1	5C.1	5C.1	5C.1

Mathematics Goal #5C: **N/A-Subgroup Ineligible (too small)**	2012 Current Level of Performance:	2013 Expected Level of Performance:					
			5C.2.	5C.2.	5C.2. .	5C.2	5C.2
			5C.3	5C.3	5C.3	5C.3.	5C.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1. **See goals 1, 3 & 4**	5D.1.	5D.1.	5D.1
Mathematics Goal #5D: The percentage of Students with Disabilities scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 57% to 64%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.
			5D.3	5D.3			

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	**Grade Level/Subject**	**PD Facilitator and/or PLC Leader**	**PD Participants (e.g. , PLC, subject, grade level, or school-wide)**	**Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**
PLC Collaboration and Vertical Team Meetings	K-5	PLC Lead Teachers Math Teacher Representative	Schoolwide	As scheduled by individual teams	Quarterly PSLT/RtI Team visits to grade-level PLCs	Administration
GoMath Florida	K-5	District PD Trainer	Schoolwide	Dates & Times Vary/ Check PDS	Professional Development Prinouts	Administration
Ongoing professional development in math as made available from the district will be communicated and available to all staff. PLC meetings will have time to share strategies for the curriculum areas.	K-5	Math Resources Teacher Representatives	All Teachers	Vertical PLC meetings Staff meetings Team meetings PLC meetings	Administrator instructional walk throughs	Administration

End of Mathematics Goals

Elementary Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science.	1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.	1.1 **Strategy** Students' science skills will improve through participation in the **5E instructional model.** **Action Steps**	1.1 Who Principal AP How Monitored	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	1.1 2x per year District-level baseline and mid-year tests

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 83% to 85%.	2012 Current Level of Performance: **83%**	2013 Expected Level of Performance **85%**	-Lack of common planning time. -Lack of resources to conduct labs.	-Teachers will attend District Science training and share 5E Instructional Model information with their teams/PLCs-As a Professional Development activity in their team meetings/PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -Science teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the team/PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	-Classroom walk-throughs observing this strategy.	-Teachers use student data to determine their mastery of science concepts. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards mastery of science concepts. Leadership Team Level -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.) -Authentic Assessments during labs, class discussions and science notebooks.
			1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details *Within PLCs:* PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate weekly for curriculum planning, reflection, and data analysis. Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessments	1.2 Who -Principal -AP -Subject Area Leaders -PLC Leads How -PLC logs turned into administration to provide feedback -Administrators attend targeted PLC meetings -Progress of PLCs discussed at biweekly PLC Lead Meetings -Administration shares the data of PLC visits with staff on a monthly basis.	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			--Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group.			
		1.3 -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)	1.3 **Strategy** Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, **scientific processes**, **laboratory experiences, and uses of technology** (animations, probeware, digital microscopy). **Action Steps** -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model. -Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).	1.3 Who Principal APC Science Resource Teachers (where available) How Monitored -Classroom walk-throughs observing this strategy.	1.3 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress Leadership Team Level -PLC facilitator/ Team Leader shares data with the administration. -Data is used to drive teacher support and student supplemental instruction.	1.3 2x per year District-level baseline and mid-year tests During the Grading Period -Unit assessments

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 **Strategy** Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least four times per nine weeks. **Action Steps** ***Professional Development*** -The Reading Coach along with the Science Teacher Leads conduct small group trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model as needed. -Classroom teachers attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. ***In PLCs/Department*** -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.	2.1 Who Principal AP Reading Coach How Monitored -Administration walk-throughs -PLC logs turned into administration. -Administration provides feedback.	Quarterly Science PLC Resource Teacher meetings	3x-per year District level baseline, mid-year, and pre-assessments During the Grading Period -mini-assessments -unit assessments -authentic assessments
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 44% to 49%.	2012 Current Level of Performance **44%**	2013Expected Level of Performance: **49%**					

				During the lessons, teachers: -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of the text. ***During the lessons, students:*** -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities	K-5	Science Teacher Representative Technology Resource Teacher	All Teachers	On-going during faculty meetings and/or vertical PLCs once time per month	Administrators targeted walk-throughs to monitor Hands-On Activity implementation.	Administration
Inquiry and the 5E Instructional Model	K-5	PD Facilitator	Science Teachers	On-going through PDS	Administrators conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration
Close Reading	K-5	Reading Coach	All Teachers	On-going during faculty meetings, Professional days, Early Release days	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

PART II: EXPECTED IMPROVEMENTS

Writing/Language Arts Goals

<table>
<tr><th colspan="3">Writing/Language Arts Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">1. Students scoring at Achievement Level 3.0 or higher in writing.</td><td rowspan="2">-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.
-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.
-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</td><td rowspan="2"><u>Strategy</u>
Students' use of mode-specific writing will improve through use of Writers’ Workshop/daily instruction with a focus on mode-specific writing.

<u>Action Steps</u>
-Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)

<u>Plan:</u>
-Professional Development for updated rubric courses
-Professional Development for instructional delivery of mode-specific writing
-Training to facilitate data-driven PLCs
-Using data to identify trends and drive instruction
-Lesson planning based on the needs of students

<u>Do:</u>
-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points
-Daily/ongoing conferencing

<u>Check:</u>
Review of daily drafts and scoring monthly</td><td rowspan="2"><u>Who</u>
Principal
AP

District (Writing Teacher Representatives)

<u>How Monitored</u>
-PLC logs
-Classroom walk-throughs Observation Form
-Monthly Demand Writes Data Spreadsheet for grades 3-5</td><td rowspan="2">See “Check” & “Act” action steps in the strategies column</td><td rowspan="2">-Student monthly demand writes
-Student daily drafts
-Student revisions
-Student portfolios</td></tr>
<tr><td><u>Writing/LA Goal #1:</u>

The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 95% to 97%.

Not required if school scores 90% or higher 3.0</td><td><u>2012 Current Level of Performance:</u>
95%</td><td><u>2013 Expected Level of Performance:</u>
97%</td></tr>
</table>

				demand writes -PLC discussions and analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			
			1.2.	1.2	1.2.	1.2.	1.2.
			1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.3. **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. Who -Principal -AP -Team Leads How -Grade-level teams turn their Monthly Demand Writes scores into administration. -Teams receive feedback on their data.	1.3 School has a system for PLCs to record and report during-the-grading period using the Active Directory PLC folders for every grade level.	1.3. During the Grading Period Monthly Demand Writes Daily Drafts Star Interviews

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	3-5	PD Facilitatorss	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PDS Summary/Teacher Report	Administration
Mode-based Writing Training	3-5	PD Facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PDS Summary/Teacher Report	Administration

End of Writing/Language Arts Goals

PART II: EXPECTED IMPROVEMENTS

Attendance Goal(s)

Attendance Goal(s)			**Problem-solving Process to Increase Attendance**				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1 Family vacations that take students out of school unnecessarily	1.1 Provide ongoing communication through the newsletter about the importance of being in school every day.	1.1 Administrative team and data processor	1.1 The rate will increase attendance each year.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1: 1. The attendance rate will increase from 97% in 2011-2012 to 98% in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	97%	**98%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	12	**10**					

2. The number of students with excessive tardies will remain at <10.	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	**0**					
			1.2	1.2	1.2	1.2	1.2
			1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.3 Social Worker Guidance Counselor MTSS/RTI TEAM	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdConnect	K-5	Technology Resource Teacher	School-wide as needed	On-going	District Reports	Administrative team and data processor

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension			1.1 -Students who might transfer in from a very different learning environment. -Not all teachers are willing to implement the Conscious Discipline technique for behavior management	1.1 Tier 1 -Provide Conscious Discipline training for all teachers. -All teachers and students will work to create a community where all respect one another and problem-solve situations as a community. -Monthly school-wide program featuring each of the "Seven Skills" as part of the Student of the Month award -Quarterly Pep Rally featuring Conscious Discipline skits	1.1 Who -Administration -Teaching Teams -All faculty & staff -Character Development Committee	1.1 End of year data from the district will be compared from year to year. Research Conscious Discipline as a school wide strategy	Instructional Planning Tool Ed Connect Discipline Reports
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of In –School Suspensions **0** 2012 Total Number of Students Suspended In-School **0** 2012 Number of Out-of-School Suspensions **10** 2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of In- School Suspensions **0** 2013 Expected Number of Students Suspended In -School **0** 2013 Expected Number of Out-of-School Suspensions **1** 2013 Expected Number of Students Suspended Out- of-School					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conscious Discipline	K-5, Support Staff, Special Area Teachers, Administration	District Trainer	School-wide	Preplanning Training Day Aug. 2012	Faculty Meeting follow-up Classroom Walk-throughs	Administration
Character and Cafeteria committee will focus on one of the "Seven Skills" each month through use of common language, morning show announcements, and after school training videos	K-5	Character Committee	School-wide	Monthly committee meetings	Faculty Meeting follow up Quarterly Pep Rallies	Administration

End of Suspension Goals

Health and Fitness Goal(s)

Health and Fitness GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Health and Fitness Goal Health and Fitness Goal #1:			1.1 Students who do not stay active outside of school will have more difficulty than those who participate in activity outside of their PE instruction.	**1.1.** -Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5. -Elementary students will have the option of participating in the daily walking club before school	**1.1.** Principal Coach	Class schedules Classroom walk-throughs Walking Club Cards	1.1. -Classroom teachers will document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. -Physical Education teachers' schedules will reflect the remaining sixty (60) minutes of
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from	2012 Current Level : 62% (62)	2013 Expected Level : 72% (72)					

62% on the Pretest to 72% on the Posttest.							the mandated 150 Minutes of Elementary Phys. Ed -Students may earn rewards for every 5 miles walked according to Walking Club Cards (tallies)
			1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team	1.2. H.E.A.R.T. team.	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	**2.** PACER test component of the FITNESSGRAM -PACER for assessing cardiovascular health.
			1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the *150 Minutes of Elem. Physical Education* folder on IDEAS.	1.3. Lesson plans of Physical Education Teacher Lesson plans of Physical Education Teacher	**3.** Physical Education Teacher	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	**3.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Physical Education teachers will participate in on-going staff development provided by the district	K-5 Phys. Ed.	District PD Trainer	K-5 Physical Education Teachers	On-going	Administrative Walk-through	Administrative Team
Daily Walking Club	K-5 Phys. Ed	K-5 PE Coach	All Teachers	Before School Monday-Friday from 7:30-7:50	Walking Club Cards	Classroom Teachers PE Coach

Continuous Improvement Goal(s)

<table>
<tr><th colspan="3">ADDITIONAL GOAL(S)</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">1. Continuous Improvement Goal
<u>Continuous Improvement Goal #1:</u></td><td rowspan="2">1.1
-There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.
-Still confusion on how the Plan-Do-Check-Act model works.
-Still some resistance to staff members attending PLCs and/or arriving on time to meetings.
-Teachers asking for more PLC collaboration time. (Possibility of waiver will be explored.)
-Not enough time to meet in PLCs.</td><td rowspan="2">1.1
-District MTSS/RtI Trainer, Dia Davis, will train all PLCs and the PSLT on effective implementation of Tier 2 interventions through PLC data discussions.
-The PLC Lead team will become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model.
- PLC Leads will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.</td><td rowspan="2">1.1
<u>Who</u>
Principal
PLC Leads
District Resource-Dia Davis</td><td rowspan="2">1.1
“Quick” PLC informal surveys will be administered during the school year every two months. The PLC Lead will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</td><td rowspan="2">1.1
PLC Survey materials from Teams to Teach (Anne Jolly)</td></tr>
<tr><td rowspan="2">The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 88% in 2012 to 90% in 2013.</td><td><u>2012 Current Level :</u>
88%</td><td><u>2013 Expected Level :</u>
90%</td></tr>
<tr><td colspan="2"></td><td>1.2</td><td>1.2</td><td>1.2</td><td>1.2</td><td>1.2</td></tr>
</table>

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/RtI Implementation during PLCs	K-5 All Staff	District RtI Trainer	School-wide	Weekly PLCs Quarterly RtI focus with PSLT quarterly	PLC Notes/Logs PSLT meets with PLCs quarterly to Progress Monitor	Administative Team PSLT PLC Leads
Plan-Do-Check-Act Model	PLC Leads All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs implement & review Plan-Do-Check-Act monthly	PLC Notes/Logs PSLT meets with PLCs quarterly to Progress Monitor	Administative Team PSLT PLC Leads
Steering Committee will communicate from administration to individual and teams as needed to receive input.	K-5	Team Leaders	School-wide	Steering Committee Meetings on the first Monday of each month.	Monthly Team Meeting Notes (additional as needed per grade levels)	Administrative Team

End of Continuous Improvement Goal(s)

NEW Goal(s) For the 2012-2013 School Year

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient/satisfactory performance in Listening/Speaking.		1.1.	1.1. **See Reading Goal 4 & 5**	1.1.	1.1.	1.1.
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					

The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 50% to 52%.	**50%**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient/satisfactory performance in Reading.		2.1.	2.1. **See Reading Goals 4 & 5**	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 32%.	2012 Current Percent of Students Proficient in Reading : **30%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient/satisfactory performance in Writing.		2.1.	2.1. **See Writing Goal 1**	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 40% to 42%.	2012 Current Percent of Students Proficient in Writing : **42%**					

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Comprehensive English Language Learning Assessment (CELLA) Goals PD

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	K-5	PDS Faculty	Science, math, reading and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.
N/A

Describe the activities of the School Advisory Council for the upcoming year.

Date	Topic
Back to School Packet	Nominations for New SAC Members
September 1, 2012	Deadline for Nominations
TBD- First PTA Board Meeting	Vote for SAC Members

September 18, 2012	Welcome Orientation for New SAC Members
October 16, 2012	Response to Intervention Part II, Primary Speaker
October 26, 2012	Bedtime Story Night-SAC Volunteer Opportunity
November 27, 2012	TBD
December 11, 2012 at 7:45 am	SAC Holiday Breakfast
January 2013	No SAC Meeting
February 19, 2013	TBD
March 2013	TBD
April 16, 2013	TBD
April 23, 2013	A+ Funds Faculty Survey Begins
April 30, 2013	A+ Funds Faculty Survey Ends
May 2, 2013	A+ Funds Ad Hoc Committee Meets
May 14, 2013	A+ Funds Faculty Vote
May 21, 2013	Recognition of Outgoing SAC Members A+ Funds Vote SAC Willingness to Serve 2012-2013 End of Year Wrap Up

Note: All meetings will take place at 2:45 PM in the media center unless otherwise noted.

Describe the use of SAC funds.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Suspension Goal 1.1	Conscious Discipline: School-wide plan to encourage positive behavior management skills for teachers and life-long brain-building skills for students; establish a culture of respect for yourself and others through quarterly pep rallies, morning show announcements, breathing techniques, guidance lessons, and staff training.	$ To Be Determined	$
Reading and Math Goals 1 & 2	Materials and Professional Books/Resources for Differentiation or Higher Order Thinking Strategies	$ To Be Determined	$
		Final Amount Spent	$ Using District pilot funding