



School Name: Inverness Middle School

Principal: Patricia Douglas

SAC Chair: Dianna Goolsby

District Name: Citrus County

Superintendent: Sandra "Sam" Himmel

Date of School Board Approval: November 13, 2012

School Information

2012 - 2013

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](#)

Administrators

List your school's 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/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Trish Douglas	Bachelor of Arts, Master of Education Degree in Educational Leadership/Primary K-3, Elementary Ed. 1-6, Educational Leadership K-12, and Principalship	3	9.5	<p><u>Principal of Inverness Middle School 2009-present:</u> 2011-2012: Grade B: Reading Mastery 61%:, Math Mastery:62%, Writing Mastery:85%, Science Mastery:49%, Learning Gains Reading:64%, Learning Gains Math:61%, Lowest %ile Reading:60%, Lowest %ile Math:53% 2010-2011: Grade A: Reading Mastery: 76%, Math Mastery: 76%, Writing Mastery: 92%, Science Mastery: 60%, Learning Gains Reading: 63%, Learning Gains Math: 72%, Lowest %ile Reading: 64%, Lowest %ile Math 73%, AYP 90%, did not make AYP in the ED and SWD subgroups reading or math. 2009-2010: Grade A: Reading Mastery: 71%, Math Mastery: 73%, Writing Mastery: 91%, Science Mastery: 50%, Learning Gains Reading: 61%, Learning Gains Math: 70%, Lowest %ile Reading: 61%, Lowest %ile Math 65%, AYP 85%, did not make AYP in reading or math.</p> <p><u>Principal of Citrus Springs Elementary 2005-2009:</u> 2008-2009: Grade A, Reading Mastery: 93%, Math Mastery: 87%, Writing Mastery: 96%, Science Mastery: 66%. AYP 95%, SWD did not make AYP in reading and math. 2007-2008: Grade A, Reading Mastery: 89%, Math Mastery: 85% Writing Mastery: 91%, Science Mastery: 64%. AYP 97%, SWD did not make AYP in reading. 2006-2007: Grade A, Reading Mastery: 86%, Math Mastery: 79%, Writing Mastery: 85%, Science Mastery: 58%. AYP 100%</p>

					2005-2006: Grade B, Reading Mastery: 81%, Math Mastery 80%, Writing Mastery 94%. AYP 95% SWD did not make AYP in math.
Assistant Principal	Joe Susi	Physical Ed., Educational Leadership	19	19	2011-2012: B (585) 2010-2011: A (576, AYP -N) 2009-1010: A (542, AYP - N) 2008-2009: B (520, AYP - N) 2007-2008: A (576, AYP - N) 2006-2007: B (523, AYP - N) 2005-2006: A (419, AYP - Provisional) 2004-2005: B (394, AYP - Provisional)
Assistant Principal	Reginald E. "Rick" Darby	Bachelor of Science in Education Master of Science in Educational Leadership Ed Leadership 1-12 Health K-12 Physical Education 6-12 Physical Education K-8 Driver Education Endorsement	1	18	IMS '12 B, LMS '11 A, CHS '10 A, CHS '09 C, CHS '08

Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. School Orientation for New Teachers	Lori Casalvieri, Amanda Hallman	August 2012
2. Monthly Teacher Induction Program sessions that support and enhance the training of new professionals	Lori Casalvieri	Monthly until 5/2013
3. Assign Peer Teachers to assist new professionals on our staff	Trish Douglas	Monthly until 5/2013
4. Substitute Orientation that will provide training necessary for implementing substitute responsibilities, safety procedures, and school processes	Yvonne Perkins & SRO	As Needed

Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include needs improvement, unsatisfactory teachers overall rating).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff 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
1 (1%) of Staff Out of Field/	Professional Learning Communities Monthly Instructional Focus Lesson Studies Department Data Days/ Child Study Teams

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Effective Teachers	% Reading Endorsed Teachers	% ESOL Endorsed Teachers
72	1% (1)	13% (9)	32% (23)	54% (39)	46% (33)		32% (23)	38% (27)

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Principal/Assistant Principals: The school administrators will provide a common vision for the implementation of data-based decision making, ensure that the RtI process is implemented with fidelity, actively monitor RtI protocol awareness, and articulate the processes and activities related to RtI to the parents.</p> <p>General Education Teachers: The instructional staff will provide pertinent data related to student performance and core instructional practice, participate in data collection and progress monitoring, deliver instruction, and collaborate with staff regarding the implementation and progress of interventions.</p> <p>Teacher on Special Assignment (TOSA): The TOSA will develop, lead, and monitor school core content standards/programs; will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; will monitor intervention fidelity and documentation; will organize the analysis of whole school screening data; will assist in the design and implementation of progress monitoring, data collection, and data analysis; will deliver professional development; will provide support for assessment and implementation.</p> <p>Guidance Counselor: The Guidance Counselor will participate in the collection, interpretation, and analysis of data; will serve as a member of the problem solving team in order to develop appropriate interventions. Will develop and assist with the monitoring of PMPs.</p> <p>ESE Staffing Specialist: The ESE Staffing Specialist will participate in the collection, interpretation, and analysis of data; will provide support for intervention fidelity and documentation; will provide professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.</p> <p>School Psychologist: The School Psychologist will participate in the collection, interpretation, and analysis of data; will provide support for intervention fidelity and documentation; professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.</p> <p>Speech Language Pathologist (SLP): The SLP will educate the team about the role language plays in curriculum, assessment, instruction and as a basis for appropriate program design; will assist in the selection of screening measures; will help identify systemic patterns of student need with respect to language skills.</p> <p>*Dean, School Resource Officer, Social Worker: Each will provide specific information and guidance regarding history and interventions.</p> <p>*Parent: The parent will provide vital information regarding the child's history, work ethic, responsibility, and home life as well as serve as a partner in the child's intervention team.</p> <p>*Student: The student will share needs, concerns, and overall successes as related to intervention plans.</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The purpose of this team is to maintain a system of academic and behavioral interventions designed to help students succeed. Progress Monitoring Team (all parties listed above) will meet to discuss students of concerns and list strategies to ensure their success. Departments and teachers are brought together quarterly to collaborate and share instructional strategies and review classroom and school data in order to best meet the needs of all our students.</p>
<p>Describe the role of the school-based MTSS Leadership Team 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?</p> <p>The team will work with the staff to identify areas of need in the core curriculum, apply appropriate curriculum changes, monitor school wide data, and provide staff development to support intervention strategies.</p>
MTSS Implementation
<p>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.</p> <p>The Progress Monitoring and Reporting Network (PMRN) will be used to manage data from the Florida Assessment in Reading (FAIR); Performance Matters will be used to manage data from the Citrus County CBAT Assessment and Florida Comprehensive Assessment Test (FCAT), SuccessMaker.</p> <p>Each month, information from Skyward regarding student discipline/behavior data will be shared with faculty during team meetings to summarize data for behavior and support the school wide PBS plan.</p>

Describe the plan to train staff on MTSS.

A school wide process that contains common definitions and procedures will be implemented and subsequently reviewed at quarterly data and PMP meetings.

Describe plan to support MTSS.

Quarterly Data/ Child Study Team meetings have been scheduled and additional collaboration planning days have been made available to departments and teams. Fluid and flexible student scheduling, school intervention lab, before and after school Successmaker, tutoring, monthly staff instructional focus, lesson studies, and common school definitions and procedures all support the MTSS.

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.

Describe the activities of the SAC for the upcoming school year.

Summer school improvement planning and data review
Parent University Nights (Sessions will include Parent Skyward Portal, Science Fair, Common Core Standards, Promotion Requirements, Book Fair)
Teacher Mini-Grants
Student Incentives
School Wide Activities
Re-visit School Improvement Planning

Describe the projected use of SAC funds.	Amount
Supplies to create a staff development room that contains student academic and behavioral data	\$1,000
Teacher Mini Grants	\$1,000
Summer School Improvement Planning Days	\$2,000

OPTIONAL IMPROVEMENT GOAL AREAS

FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	Yes
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area: Percent of lowest quartile making learning gains

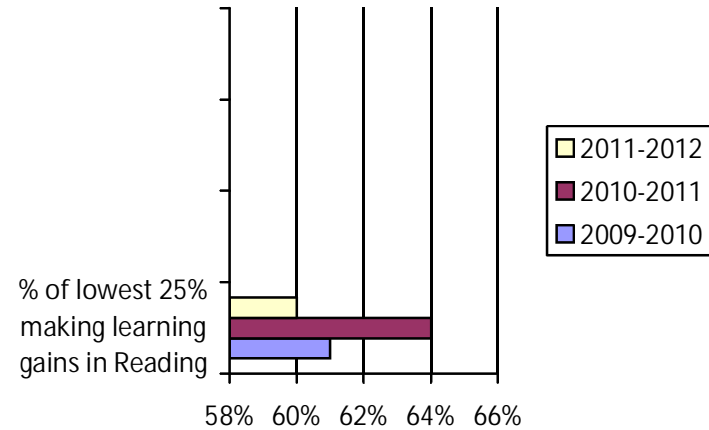
Goal 1: Increase the percent of lowest quartile students making learning gains in Reading by 15%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1: Percent of lowest quartile making learning gains in reading

2011-12 Data:

2011-12 Current Level of Performance		2012 - 2013	
Actual (%)		Expected (%)	Actual (%)
60% (243 students)		75% (191 students)	

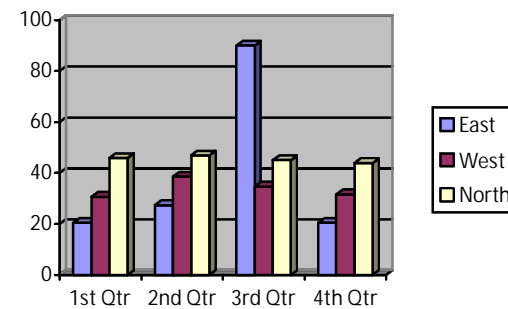


Data Analysis: Current Information Shows-
6th Grade Reading has 85 students identified in the lowest quartile. 22 of those 6th grade students are identified as Students With Disabilities, 52 of those 6th grade students are identified as Economically Disadvantaged, and 18 of those students are identified as both Students With Disabilities and Economically Disadvantaged. Of those 85 students, 49 students are also identified as being in the lowest quartile for math.

7th Grade reading has 79 students identified in the lowest quartile for reading. 28 of those 7th grade students are identified as Students With Disabilities, 59 of those 7th grade students are identified as Economically Disadvantaged, and 20 of those students are identified as both Students With Disabilities and Economically Disadvantaged. Of those 79 students, 49 students are also identified as being in the lowest quartile for math.

8th Grade reading has 90 students identified in the lowest quartile. 46 of those 8th grade students are identified as Students With Disabilities, 63 of those 8th grade students are identified as Economically Disadvantaged, and 33 of those students are identified as both Students With Disabilities and Economically Disadvantaged. Of those 90 students, 51 students are also identified as being in the lowest quartile for math.

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 1: Strategy/Action Plan 1		Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Created fluid and flexible scheduling for students based on academic needs	Strategy/Action Steps	Literacy Leadership Team (Text Complexity & Common Core Standards)
Anticipated Barrier	Common teacher planning, cross teaming, Unbalanced elective classes	Anticipated Barrier	Time for Literacy Leadership Team Book Study, Time for Professional Development, Content Area Teacher Buy-In & Involvement, Consistency Across all Content Areas
Resources (Human, Material)	Skyward, Administrative Team, FCAT Data, Intervention Lab (Successmaker Licenses)	Resources (Human, Material)	Book: Text Complexity-Raising Rigor in Reading by Fisher, Frey & Lapp, Balanced Literacy Leadership Team, Available Web Resources,
Funds Needed/Allocated	Successmaker Licensing	Funds Needed/Allocated	Cost of Book: Text Complexity-Raising Rigor in Reading by Fisher, Frey & Lapp, Additional Supplies for School Wide Professional Development
Team/Person Responsible for Progress Monitoring	Administrative Team, Teachers, Students	Team/Person Responsible for Progress Monitoring	Literacy Leadership Team Members, Administrative Team
Action Step Progress Monitoring	Quarterly Data/ Child Study Team Meetings, Additional collaborative planning days	Action Step Progress Monitoring	Bi-Monthly LLT Meetings
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____	Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency			
Measure of Effectiveness	Increased student achievement as shown by CBAT and FAIR.	Measure of Effectiveness	Principal/AP walk-through's that show evidence of strategies being utilized in all classrooms
Goal 1: Strategy/Action Plan 3		Goal 1: Strategy/Action Plan 4	
Strategy/Action Steps	School Wide Book Study: Our Iceberg Is Melting by John Kotter	Strategy/Action Steps	Monthly Staff Instructional Focus
Anticipated Barrier	Time to share out, Staff Buy-In, Creating the Culture Change	Anticipated Barrier	Delivering Professional Development on Monthly Instructional Focus, Staff Buy-In and Implementation,
Resources (Human, Material)	Book: Our Iceberg Is Melting by John Kotter	Resources (Human, Material)	Department Heads, AVID, Administrative Team
Funds Needed/Allocated	Cost of Book: Our Iceberg Is Melting by John Kotter, Staff Appreciation Materials,	Funds Needed/Allocated	None
Team/Person	Administrative Team, Department Heads, Team	Team/Person Responsible	Administrative Team, Department Heads,

Responsible for Progress Monitoring	Leaders	for Progress Monitoring	Team Leaders
Action Step Progress Monitoring	Staff feedback from Department Meetings, Professional Learning Community Notes, & Staff Meetings	Action Step Progress Monitoring	Staff feedback from Department Meetings, Professional Learning Community Notes, & Staff Meetings
Status (HI, MD, SAT, EXC)	Midyear: Year End:	Status (HI, MD, SAT, EXC)	Midyear: Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency			
Measure of Effectiveness	Principal/AP walk-through's that show evidence of strategies being utilized in all classrooms	Measure of Effectiveness	Principal/AP walk-through's that show evidence of strategies being utilized in all classrooms

Improvement Area: Percent of lowest quartile making learning gains

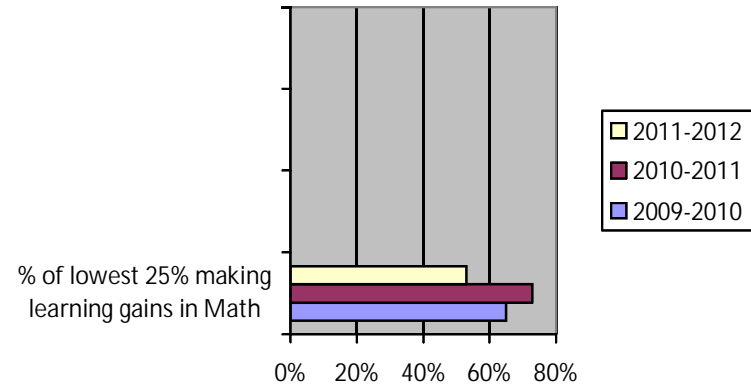
Goal 2: Increase the percent of lowest quartile students making learning gains in Math by 15%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2: Percent of lowest quartile making learning gains in math

2011-12 Data:

2011 - 2012 Current Level of Performance		2012 - 2013	
Actual (%)		Expected (%)	Actual (%)
53% (261 students)		68% (165 students)	

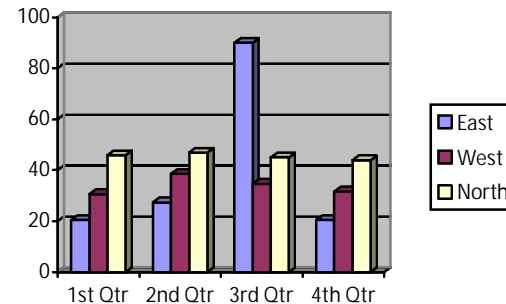


Data Analysis: Current Information Shows-
6th Grade Math has 81 students identified in the lowest quartile. 20 of those 6th grade students are identified as Students With Disabilities, 52 of those 6th grade students are identified as Economically Disadvantaged, and 16 of those students are identified as both Students With Disabilities and Economically Disadvantaged. Of those 81 students, 49 students are also identified as being in the lowest quartile for reading.

7th Grade Math has 78 students identified in the lowest quartile. 29 of those 7th grade students are identified as Students With Disabilities, 61 of those 7th grade students are identified as Economically Disadvantaged, and 23 of those students are identified as both Students With Disabilities and Economically Disadvantaged. Of those 78 students, 49 students are also identified as being in the lowest quartile for reading.

8th Grade Math has 83 students identified in the lowest quartile. 37 of those 8th grade students are identified as Students With Disabilities, 58 of those 8th grade students are identified as Economically Disadvantaged, and 28 of those students are identified as both Students With Disabilities and Economically Disadvantaged. Of those 83 students, 51 students are also identified as being in the lowest quartile for reading.

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1			Goal 2: Strategy/Action Plan 2		
Strategy/Action Steps	Created fluid and flexible scheduling for students based on academic needs		Strategy/Action Steps	Continued training and analysis of information provided by Performance Matters (By Strand & Historical Data)	
Anticipated Barrier	Common teacher planning, cross teaming, Unbalanced elective classes		Anticipated Barrier	Lack of technology, Proficiency with Student Response Systems, Time for Data Analysis & Collaborative Planning	
Resources (Human, Material)	Skyward, Administrative Team, FCAT Data, Intervention Lab (Successmaker Licenses)		Resources (Human, Material)	Performance Matters, TOSA, Research & Accountability Office	
Funds Needed/Allocated	Successmaker Licensing		Funds Needed/Allocated	Substitutes for Data Days/ Collaborative Planning, Additional Student Response Sets	
Team/Person Responsible for Progress Monitoring	Administrative Team, Teachers, Students		Team/Person Responsible for Progress Monitoring	Administrative Team,	
Action Step Progress Monitoring	Quarterly Data/ Child Study Team Meetings, Additional collaborative planning days		Action Step Progress Monitoring	Quarterly Data/ Child Study Team Meetings, Additional collaborative planning days	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:	Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency					
Measure of Effectiveness	Increased student achievement as shown by CBAT.		Measure of Effectiveness	Increased student achievement in specific strands as shown by CBAT.	
Goal 2: Strategy/Action Plan 3			Goal 2: Strategy/Action Plan 4		
Strategy/Action Steps	School Wide Book Study: Our Iceberg Is Melting by John Kotter		Strategy/Action Steps	Monthly Staff Instructional Focus	
Anticipated Barrier	Time to share out, Staff Buy-In, Creating the Culture Change		Anticipated Barrier	Delivering Professional Development on Monthly Instructional Focus, Staff Buy-In and Implementation,	
Resources (Human, Material)	Book: Our Iceberg Is Melting by John Kotter		Resources (Human, Material)	Department Heads, AVID, Administrative Team	
Funds Needed/Allocated	Cost of Book: Our Iceberg Is Melting by John Kotter, Staff Appreciation Materials,		Funds Needed/Allocated	None	
Team/Person Responsible for Progress Monitoring	Administrative Team, Department Heads, Team Leaders		Team/Person Responsible for Progress Monitoring	Administrative Team, Department Heads, Team Leaders	
Action Step Progress Monitoring	Staff feedback from Department Meetings, Professional Learning Community Notes, & Staff Meetings		Action Step Progress Monitoring	Staff feedback from Department Meetings, Professional Learning Community Notes, & Staff Meetings	

Status (HI, MD, SAT, EXC)	Midyear:	Year End:	Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency					
Measure of Effectiveness	Principal/AP walk-through's that show evidence of strategies being utilized in all classrooms		Measure of Effectiveness	Principal/AP walk-through's that show evidence of strategies being utilized in all classrooms	

Additional 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
Creating A Climate of Change	6,7,8	Trish Douglas-Principal	Classroom Teachers, Paraprofessionals, Administrative Team	Weekly PLC Meetings, Monthly Staff Meetings, Monthly Department Meetings, Grade Level Meetings, Professional Development Days, Data/ Child Study Team Days	PLC Note Template, Monthly Instructional Focus, Classroom Walkthroughs, Lesson Study, School Data Room	Administrative Team, Department Heads, Classroom Teachers
Text Complexity	Literacy Leadership Team 6,7,8 All Content Areas	TOSA & ESE Specialist	Department Heads and Interested Classroom Teachers across All Content Areas	Bi-Monthly Meetings, January 2013 Professional Development Day	Literacy Leadership Team Updates, Classroom Walk-Through's, Model Lessons, ERO Evaluations	TOSA, ESE Specialist, Principal, Department Heads
CAR-PD	6,7,8	Lori Casalvieri	Social Studies Department	Bi-Monthly Meetings	Classroom Walk-Through's, Model Lessons, ERO Evaluations	Lori Casalvieri, Department Head
Document Based Question	6,7,8	Jason Worsham, Amanda Hallman	Social Studies Department, Language Arts Department	Quarterly Collaboration Meetings	Student Writing Samples	Jason Worsham, Amanda Hallman
Lesson Study	6,7,8	Department Heads, Classroom Teachers	Science, Math and Reading Departments	Bi-Monthly Collaboration	Model Lessons, Student Work Samples	Department Heads, Classroom Teachers