FLORIDA DEPARTMENT OF EDUCATION

2012-2013
Updated 7/18/12

Rampello Downtown Partnership K-8

School Improvement Plan (SIP)
FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability

School Information

School Name: Rampello Downtown Partnership School	**District Name:** Hillsborough
Principal: Liz Uppercue	**Superintendent:** MaryEllen Elia
SAC Chair: Sharon Ambrose	**Date of School Board Approval:** Pending school board approval

Student Achievement Data

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.
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.)
Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data for the principal. Add more rows if needed.

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	Liz Uppercue	MA, BA, School Principal, SLD K-12, ESOL	5	15	11/2: A 10/11: A 85%AYP 09/10: A 97% AYP 08/09: A 95% AYP

Assistant Principal	Sharon Ambrose	MS, BA, Ed Leadership, ESE K-12, Elemetary Ed K-6, ESOL	5	2	11/2: A 10/11: A 85%AYP 09/10: A 97% AYP 08/09: A 95% AYP
Assistant Principal	Omar Salaam		1	1	11/12: 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

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	Melissa Olson	BS, Elem. Ed 1-6 Reading ESOL	6	4	11/12:A 10/11: A 85%AYP 09/10: A 97% AYP
Reading	Nancie Howley	BS, Elem. Ed 1-6 ESOL	3	6	11/12: A 10/11: A 85%AYP 09/10: A 97% AYP

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	
2. Recruitment Fairs	Quincy Bell	June	
3. MAP	Classroom Instructors, AP	ongoing	
4. School Mentor Program	Principal	ongoing	

5. Principal/New Teacher Meetings	Principal	ongoing	
6. College campus Job Fairs and e-recruiting at universities	Federal Programs, Principal, AP, Guidance	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
Teachers • 6 out of field	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: • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **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.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	5% (3)	32% (21)	41% (27)	21% (14)	43% (28)	91% (59)	5% (3)	6% (4)	43% (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
Juli Baker	Aleesa Plungis	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Meghan Morris	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Andrea Vondreau	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	BreeBeitelschies	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Melanie Faith Olinger	Ms. Baker is the district mentor for the EET program. She has numerous years of	Weekly visits to include modeling, co-teaching, analyzing student work/data,

		experience. She meets with the mentees at least two days a week for collaboration.	developing assessments, conferencing and problem solving.
Juli Baker	Kaila Gosselin	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Carolyn Diaz	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Michele Phelps	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Lisa Diaz	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Sabrina Carver	Ms. Baker is the district mentor for the EET program. She has numerous years of experience. She meets with the mentees at least two days a week for collaboration.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

Mulit-tiered System of Support (MTSS);Response to Instruction/Intervention (RtI)

Some of the examples listed below have been divided into elementary and middle/high responses. Use only the text that applies to your level. Make sure this section is a reflection of what is actually happening in your school.

School-based MTSS/RtI Team
Identify the school-based RtI Leadership Team. The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes: • Principal • Assistant Principal • Guidance Counselors (Elementary and Middle Schools) • School Psychologist • Social Worker • Academic Coaches (Reading) • ESE Teachers • Lead Teacher

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?
 	
The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.
 	
The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:
• Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  o Tutoring during the day in small group pull-outs in reading, math and science
  o Extended Learning Programs during and after school
  o Intensive Reading and Math classes
  o Create, manage and update the school resource map
• Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
  - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

Describe the role of the school-based MTSS/RtI 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?

- The Lead Teacher is a member of the PSLT and works closely with SAC.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2009-10 school year and during preplanning for the 2010-11 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. 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 Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze screening and collateral data
  - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - develop and target interventions based on confirmed hypotheses
  - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
  - develop progress monitoring goals 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 interventions and/or enrichments)
  - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
  - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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 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
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers

Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT
Nine Week Exams	Subject Area Generated Excel Database	SALs, individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	SALs, individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

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 members
FAIR OPM	School Generated Database in Excel	PSLT members
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT members
Other Curriculum Based Measurement**	School Generated Database in Excel	PSLT members

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective,

a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS/RtI.

Staff received overview training over the course of several faculty meetings during the 2012- 2013 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's Problem Solving Team develops 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 will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation

Our school psychologist made the RtI Icons available to us through faculty meetings and staff RtI meeting notes. Our PSLT members who were RtI-district trained served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe plan to support ***MTSS***

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., PLC, 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.

2012-2013
School Improvement Plan (SIP)-Form SIP-1
Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:
Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • Assistant Principal • Reading Coaches • Reading Teachers • Media Specialist • School Psychologist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. 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 instruction 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 Problem Solving Leadership team'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 strategies across the content areas • Professional Development • Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas • Data analysis (on-going) • Implement K-8 Reading Plan • Rampello Reads program

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status
☐ *Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification
☐ *Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification
☐ *Attach a copy of the SES Notification to Parents*

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities ***from the first day of school.*** Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

*Grades 6-12 Only Sec. 1003.413(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the reading coach at each school site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional

development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

Our Reading coaches sponsor Lunch and Learns for teachers as a professional development opportunity in the area of Reading.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS		
1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 3-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Reading will increase from 66% to 69%	66%	69%
Problem-Solving Process to Increase Student Achievement		

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1 -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	1.1. **Common Core Reading Strategy Across all Content Areas** 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, and **share** complex texts with all students. **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.	1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	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 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/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1. 3x per year - FAIR During the Grading Period Pre-tests, post-tests, reading formatives, mid-year assessments, easyCBM data
1.2. -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	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, 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**.	.1.2 Who -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs	1.2 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 the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal	1.2. 3x per year - FAIR During the Grading Period - Pre-tests, post-tests, reading formatives, mid-year assessments, easyCBM data

	Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	-Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	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/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
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	**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 plans.	1.3 Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system 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/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership	1.3 3x per year - FAIR During the Grading Period Pre-tests, post-tests, reading formatives, mid-year assessments, easyCBM data

		consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	Team. -Data is used to drive teacher support and student supplemental instruction.	

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		
In grades 3-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 36% to 39%.	2012 Current Level of Performance:* 36%	2013 Expected Level of Performance:* 39%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	See Goals 1, 3, & 4			

3. FCAT 2.0: Points for students making Learning Gains in reading.		
In grades 3-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 72points to 75points.	2012 Current Level of Performance:* 72 points	2013 Expected Level of Performance:* 75 points

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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" log	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 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.	*3.1* Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses 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 Leadership Team -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, coach, SAL, and/or leadership team.	3.1. 3x per year FAIR During the Grading Period Pre-tests, post-tests, reading formatives, mid-year assessments, easyCBM data
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** 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. ***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.	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data,	3.2 3x per year - FAIR During the Grading Period Pre-tests, post-tests, reading formatives, mid-year assessments, easyCBM data -Projects

	-Teachers use student data to identify successful DI techniques for future implementation. -Teachers, 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.	a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	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/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 3-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 75 points to 78 points.	75 points	78 points

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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 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.	4.1. 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-tests, post-tests, reading formatives, mid-year assessments, easyCBM data
4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data	4.2 Strategy Students' reading comprehension improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps**	4.2 Who Administrators How Monitored Administrators will review the	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*

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.	-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.	communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.		
4.3	4.3.	4.3.	4.3.	4.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.				
Reading Goal #5:				
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in**	5A.1. White:83 Black:Yes Hispanic:Yes Asian:N/A	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.

reading.	American Indian:N/A				
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _83__% to _85___%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _54__% to _56___%.	2012 Current Level of Performance	2013 Expected Level of Performance:*			
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:			
		5A.2.	5A.2	5A.2	5A.2
		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?	

5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. **NA**	5B.1.	5B.1.	
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _53__% to _58___%.	2012 Current Level of Performance	2013 Expected Level of Performance **See Goals 1, 3 and 4**			
		5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.

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
Identification of common assessments	3-8	-SALS/DHs -Course specific PLC Facilitators	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team Reading Coaches SAL
Gradual Release	38	-SALS -Course specific PLC	School-wide	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coaches

		Facilitators -Reading Coach				
Student Engagement	3-8	-SALS -Course specific PLC Facilitators -Reading Coach	School-wide	-PLCs: On-going -Demonstration Classrooms -Book Study on *Teach Like A Champion*	Classroom walk-throughs	Administration Team Reading Coaches
Higher Order Thinking	3-8	-SALs -AVID teacher	School-wide	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coaches
Differentiated Instruction	3-8	-SALS -Course specific PLC Facilitators -Reading Coach	School-wide	-PLCs: On-going -Demonstration Classrooms -Book study on *Successful Teaching in The Differentiated Classroom*	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coaches
Checks for understanding	3-8	-SALS -Course specific PLC Facilitators -Reading Coach	School-wide	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coaches
Using mini-lessons to re-teach and reinforcement essential skills in the core curriculum	3-8	-SALS -Course specific PLC Facilitators -Reading Coach	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team Reading Coaches
Common Core Standards	6-8	-SALS -Reading Coach	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team Reading Coaches

Mathematics Goals

Goal 1 – Elementary and Middle using FCAT Math Data

1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5).		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 3-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 67% to 70%.	67%	70%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
-Not all teachers of the same course give the same common assessment at the end of the instructional cycle. -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. - Need additional training to implement	1.1 Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated **Instruction (DI)** as a result of the common assessments to ensure the mastery of essential skills. **Action Steps** **Plan** *Planning/PLCs Before the Lesson* -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)** -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Specifically, PLCs reflect on the following questions: *--Does the assessment match the intended essential learnings and learning targets?(EET Rubric 1f)*	Who -Principal -AP -Math Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Pre-tests, post-tests, math formatives, mid-year assessments, chapter tests, chapter checkpoints

effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	*--Are we going to use an assessment from our adopted content materials? --If using a rubric, have we come to consensus what each level of the rubric looks like?* *--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?* *--How will we involve the student in self-assessment and monitoring?* *--How will we collect and track end-of-unit assessment data in order to evaluate student growth?* ***(EET Rubric 1f, 4d).*** -PLCs write a SMART goal for the upcoming unit of instruction. 80% of the students will score 80% or above on the pre-assessment **(EET Rubric 1c, 4d)** -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. **Do/Check** *Teachers in the Classroom* -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring assessment data back to the PLCs. **(EET Rubric 3d, 4d)** -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Based on the data, teachers discuss Differentiated Instruction strategies that were effective. **(EET Rubric 4a, 4d)** -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 for the entire class and c) decide what skills need to re-taught to targeted students. **(EET Rubric 1b and 1c)** -PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Whole Faculty* -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM and DI strategies.	through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	goal data across all classes/courses. -Algebra I Honors - For each class/course, PLCs chart their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: *1. How are we using data to inform our instruction?* *2. What barriers to implementation are we facing and how will we address them?* *3. To what degree are we making progress towards our SMART goal?* *4. Are there skills that need to be re-taught in a whole lesson to the entire class?* *5. Are there skills that need to be re-taught as mini-lessons to the entire class?* *6. Are there skills that need to re-taught to targeted students?* *7. How do we report and share our results with the Leadership Team?* Leadership Team Level -PLC facilitator/ Subject Area Leader data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction. -This data will be used to guide RtI meetings for interventions. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

1.2. -Teachers are at varying levels of using collaborative structures	1.2 Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the *Student Engagement Rubric* **(EET 3c)** This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning. **-Grouping of students are:** -- productive and fully appropriate to the students or to the instructional purposes of the lesson. --influenced by the students information or adjustment. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally. --initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** **Plan** *Teacher PD* -Teachers attend school-based professional development activities (such as staff Socratic Seminars and modeling) on checking for understanding and apply those strategies in the classroom. -The SAL provides support in checking for understanding training during the first and second semester to all teachers using the "Teach Like a Champion" book. **(EET 4d, 4e)** -Our AVID teacher provides support for Costa's higher level questioning. *PLCs Before the Lesson*	Who -Principal -AP -Math Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. Algegra I Honors data is collected. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader shares data with the Problem Solving Leadership	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Pre-tests, post-tests, math formatives, mid-year assessments, chapter tests, chapter checkpoints

	-PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. -PLCs discuss how to use the student engagement rubric. -Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g., manipulatives, technology, supplemental reading, speakers, real world connections) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **(EET Rubric 1f, 4d)** **Do/Check** *Teachers in the Classroom* - Teachers use engagement tools in the classroom to enhance deep learning. -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. -Teachers reflect on students' engagement by utilizing the Exit Slips on a regular basis. -At the end of the unit, teachers administer the common assessment. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** **Check/Act** *PLCs After the Common Assessment* -Teachers bring their Engagement Rubrics back to the PLCs for discussion. -Teachers bring their common assessment data back to the PLCs. -Based on the data teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective Costa's, checking for understanding and exit slip strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders put student engagement on every agenda, allowing teachers to share successes and challenges. -The exit slip and checking for understanding strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on		Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

	barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.			

Goal 2 – Elementary and Middle using FCAT Math Data

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 3-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 35% to 38%.	35%	38%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.1. - 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.	2.1 Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through participation in Costa's to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** **Action Steps** **Plan** *Teacher PD for General Higher Order* -Teachers attend school-based professional development activities on Costa's higher level of questioning, presented by our AVID teacher in the form of a workshop with modeling, to use in the classroom.	Who -Principal -AP -Math Subject Area Leaders/Department Heads -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Pre-tests, post-tests, math formatives, mid-year assessments, chapter tests, chapter checkpoints

	Planning/PLCs Before the Lesson -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?" **(EET Rubric 1f, 4d)** -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. **(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)** -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. **(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)** **Do/Check** *Teachers in the Classroom* -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. **(EET Rubric 1b, 3b, 3e)** -During the lesson, teachers successfully engage all students in the discussion. **(EET Rubric 1b, 3b, 3e)** -Students formulate many of the high-level questions and ensure that all voices are heard. **(EET Rubric 3b)** -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. **(EET Rubric 1c, 3a, 3b, 3c)** -At the end of the unit, teachers administer the common assessment. **Check/Act** *PLCs After the Common Assessment* -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective Costa's strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in Costa's in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders put Costa's higher level questions on every agenda, allowing teachers to share successes and challenges.	(Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	-PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team -For progress monitoring, we will use data from Algebra I Honors. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. -This data will guide RtI meetings for interventions. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

	-The Costa's strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase Costa's effective strategies.			
2.2.	2.2.	2.2.	2.2.	2.2.
2.3	2.3	2.3	2.3	2.3

Goal 3 – Elementary and Middle using FCAT Math Data

3. FCAT 2.0: Points for students making learning gains in mathematics.

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 3-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 70 points to 73 points	70 points	73 points

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.1. -Teachers at varying levels of skill expertise in using checks for understanding techniques -PLCs need to spend time planning for checks for understanding within lessons.	3.1. Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. **(EET Rubric 3b and 3e)** **Action Steps** **Plan** *Teacher Planning* -PLCs identify the essential skills and learning targets for the upcoming unit of	Who -Principal -AP -Math Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers'	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Pre-tests, post-tests, math formatives, mid-year assessments,

	instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)** - With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). **(EET Rubric 1a, 3b, 4d)** -With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as: --Think-Pair-Share --Think and Write --Break it Down *(Teach Like a Champion)* --Exit Tickets *(Teach Like a Champion)* --Check for Understanding *(Teach Like a Champion)* **(EET Rubric 1a, 3b, 4d)** -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **Do/Check** *Teachers in the Classroom.* -During the lesson, teachers consistently implement checks for understanding strategies effectively. **(EET Rubric 3b)** -Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. **(EET Rubric 3b, 3c, 3d, 3e)** -Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as: --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --Implementing a collaborative structure activity. --Significantly modifying the activity. --Changing the pace. --Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success. --If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges. **(EET Rubric 3e)** -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** **Check/Act**	lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -Progress monitoring will take place in Algebra I Honors. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	chapter tests, chapter checkpoints

	Teachers/PLCs after the Common Assessment -Teachers bring their common assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. **(EET Rubric 4a, 4d)** -Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders/Department Heads put checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Checking for understanding strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase checking for understanding and Costa's strategies and techniques.			
-Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	**3.2** **Strategy:** The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster/Ability Grouping -Heterogeneous/Mixed Ability Grouping -Individualized Work/Independent Study -Whole Class Instruction -Pairs or Partners **Action Steps** **Plan** *Teacher PD*	Who -Principal -AP -Math Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor)	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery.	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Pre-tests, post-tests, math formatives, mid-year assessments, chapter tests, chapter checkpoints

	-As a professional development activity, teachers participate in a school-wide inservices given by our Math SAL **(EET Rubric 4d, 4e).** <u>*Teacher Planning*</u> -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. Specifically, PLCs use the checklist/self-assessment from *Successful Teaching in The Differentiated Classroom* to plan their lessons (See Appendix for checklist): **Do I give my students:** --Different ways to take in information --Different amounts of time to complete the work --Different assignments depending on ability, readiness, comprehension level, learning preferences/styles, and interests. -Different types of assessments **For all students, do I:** --Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study. --Create a variety of activities and tasks that allows students to explore concepts and standards in different ways. -Give students choices in some of their learning activities. **For High Performing, Gifted, Honors and Advanced Students, do I:** --Make modifications to ensure students are challenged with higher-level thinking activities. -Use curriculum compacting, independent study, and extension activities where appropriate **For Lower Ability and Students with Learning Difficulties:** -Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas. **For English Language Learners:** --Use gestures, visuals and graphic organizers when explaining concepts -Specifically pinpoint and teach the academic language these students need to learn in order to complete a task. -Recognize cultural/experiential differences, and when feasible includes these in units and examples. **(EET Rubric 4d, 4e)** -Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. **(EET Rubric 1b)** -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)**	-EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. <u>*1st Grading Period Check*</u> <u>*2nd Grading Period Check*</u> <u>*3rd Grading Period Check*</u>	<u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team -Progress monitoring will take place in Algebra I Honors and I Can Learn Lab. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. <u>*1st Grading Period Check*</u> <u>*2nd Grading Period Check*</u> <u>*3rd Grading Period Check*</u>	

	-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **Do/Check** *Teachers in the Classroom* -Teachers implement lessons using Differentiated Instruction activities. **(EET Rubric 3c)** -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** -FCIMs are given every 5 days to monitor student progress. **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring their common assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** -Using the data, effective Differentiated Instruction and Costa's strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students. *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders/Department Heads put Differentiated Instruction strategies and techniques on every agenda, allowing teachers to share successes and challenges. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase Differentiated Instruction and Costa's strategies and techniques.			
-Lack of infrastructure to support technology -Lack of technology hardware	**3.3** **Tier 1** – The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves through the use of technology and hands-on activities to implement the Common Core State	Who -Principal -AP -Math Subject Area Leaders	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and	2x per year District Baseline and Mid-Year Testing

-Teachers at varying understanding of the intent of the CCSS	Standards. **<u>Action Steps</u>** -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use data to discuss strategies that were effective. -Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies. -PLCs record their work in the PLC logs.	-Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. <u>*1st Grading Period Check*</u> <u>*2nd Grading Period Check*</u> <u>*3rd Grading Period Check*</u>	use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team -Using the I Can Learn Lab, we can determine student's data using technology. -Progress monitoring will take place in Algebra I Honors and in the I Can Learn Lab. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental	<u>Semester Exams</u> <u>During the Grading Period</u> - Pre-tests, post-tests, math formatives, mid-year assessments, chapter tests, chapter checkpoints

			instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

Goal 4 – Elementary and Middle using FCAT Math Data

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		
In grades 3-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 71 points to 74 points.	2012 Current Level of Performance:* 71 points	2013 Expected Level of Performance:* 74 points

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.1.	4.1. See goals 1, 2, 3 and 5			

4.2.	4.2.	4.2.	4.2.	4.2.
4.3.	4.3.	4.3.	4.3.	4.3.

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.
Mathematics Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __55_% to _60___%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _55__% to _60___%.	2012 Current Level of Performance: White:81 Black:55 Hispanic 67: Asian:N/A American Indian:N/A	2013 Expected Level of Performance: White: 83 Black:60 Hispanic 70: Asian:N/A 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.1.	5B.1.	5B.1.	5B.1.	5B.1.

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.				**See Goals 1,2,3 and 5**			
	2012 Current Level of Performance:	2013 Expected Level of Performance:					
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __54_% to _59___%.	**54%**	**59%**					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Editor Note – 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 mathematics.			5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy in math. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	5C.1 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 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 Math PLCs on a	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _40__% to _46___%.	2012 Current Level of Performance: **40%**	2013 Expected Level of Performance: **46%**					

			levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.		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 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)	
			5C.2. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math 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.	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math 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 professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math 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.	5C.2. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.	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 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 Math 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 SMART Goal data with the	5C.2 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

					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)	
		5C.3 -Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content** and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.3 Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.3 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests
		5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in math 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 -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in order to integrate them into the math lessons. -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 math. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units	5C.4 Who -School based Administrators -ESOL Resource Teachers -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	5C.4 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 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 Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.	5C.4 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

			using targeted CALLA, A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs. -PLCs math 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.		- 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 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)	
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. -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 APC 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 How IEP Progress Reports reviewed by APC	5D.1. 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. PLC Level -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. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ____%.	2012 Current Level of Performance:	2013 Expected Level of 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 consistent, on-going co-planning time.	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: -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 student going to do during the lesson to maximize learning? ***Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit.*** For lessons that have already been taught within the unit of instruction, teachers **reflect** 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?	5D.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	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.

			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 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			

Algebra End-of-Course (EOC) Goals

1. Students scoring in the Middle and Upper Thirds on the End-of-Course Algebra exam. Mathematics Goal #1:		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 83% to 86%.	83%	86%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	See Goal 1, 2, 4 and 5			
1.2	1/2	1.2	1.2	1.2
1.3.	1.3.	1.3.	1.3.	1.3.

Goal 5-EOC – Middle and High using Algebra End-of-Course (EOC) Math Data

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 39% to 42%.	39%	42%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.1.	4.1. See goals 1, 2, 4 and 5			
4.2.	4.2.	4.2.	4.2.	4.2.
4.3.	4.3.	4.3.	4.3.	4.3.

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
Identification of common assessments	3-8	-Math SAL/DH -Course specific PLC facilitators	Math	PLCs: On-going	Classroom walk-throughs	Administration Team Math Coach Math SAL/DH
Gradual Release	3-8	-Math SAL -Course specific PLC facilitators	Math	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Math SAL
Student Engagement	3-8	-Math SAL -Course specific PLC facilitators	Math	-PLCs: On-going -Demonstration Classrooms -Book Study on *Teach Like A Champion*	Classroom walk-throughs	Administration Team Math SAL
Higher Order Thinking	3-8	-Math SAL -Course	Math	-PLCs: On-going -Demonstration	Classroom walk-throughs Optional peer teacher observations	Administration Team Math SAL

		specific PLC facilitators		Classrooms		
Differentiated Instruction	3-8	-Math SAL -Course specific PLC facilitators	Math	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Math SAL
Checks for understanding	3-8	-Math SAL -Course specific PLC facilitators	Math	PLCs: On-going	Classroom walk-throughs Optional peer teacher observations	Administration Team Math SAL
Using mini-lessons to re-teach and reinforcement essential skills in the core curriculum	3-8	-Math SAL -Course specific PLC facilitators	Math	PLCs: On-going	Classroom walk-throughs	Administration Team Math SAL
Technology and hands-on activities	3-8	-Math SAL -Course specific PLC facilitators	Math	PLCs: On-going	Classroom walk-throughs	Administration Team Math SAL
Exploration of math curriculum materials – teacher editions	3-8	-Math SAL		PLCs: On-going	Classroom walk-throughs	Administration Team Math SAL

End of Mathematics Goals

Science Goals

1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science.		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In grades 5 and 8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 54% to 57%.	54%	57%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
-Not all teachers of the same course give the same common assessment at the end of the instructional cycle. -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. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated	1.1 Strategy The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction **(DI)** as a result of the common assessments to ensure the mastery of essential skills. **Action Steps** **Plan** *Planning/PLCs Before the Lesson* -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)** -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Specifically, PLCs reflect on the following questions: *--Does the assessment match the intended essential learnings and learning targets?(EET Rubric 1f)* *--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?* *--If using a rubric, have we come to consensus what each level of the rubric looks like?* *--How will we explain to students what they are expected to learn in order to*	Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -Each Science teacher will collect data and progress monitor, especially IPS. - For each class/course, PLCs	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Pre-tests, post tests, chapter tests, formative assessments.

Instruction (both with the low performing and high performing students).	*demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?* *--How will we involve the student in self-assessment and monitoring?* *--How will we collect and track end-of-unit assessment data in order to evaluate student growth?* ***(EET Rubric 1f, 4d).*** -PLCs write a SMART goal for the upcoming unit of instruction. 80% of students will score an 80% on the pretest. **(EET Rubric 1c, 4d)** -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. **Do/Check** *Teachers in the Classroom* -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring assessment data back to the PLCs. **(EET Rubric 3d, 4d)** -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Based on the data, teachers discuss Differentiated Instruction strategies that were effective. **(EET Rubric 4a, 4d)** -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 for the entire class and c) decide what skills need to re-taught to targeted students. **(EET Rubric 1b and 1c)** -PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Whole Faculty* -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM and DI strategies.	*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	chart their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: *1. How are we using data to inform our instruction?* *2. What barriers to implementation are we facing and how will we address them?* *3. To what degree are we making progress towards our SMART goal?* *4. Are there skills that need to be re-taught in a whole lesson to the entire class?* *5. Are there skills that need to be re-taught as mini-lessons to the entire class?* *6. Are there skills that need to re-taught to targeted students?* Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction. -The data will be used for RtI intervention. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
- Teachers at varying skill levels with the FCIM model.	1.2 Strategy Students' comprehension of course content/standards increases through teacher's	Who -Principal -AP	Teacher Level -Teachers reflect on lessons during the unit citing/using	During the Grading Period

- 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.	use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, semester exams, curriculum assessments and daily class work) to plan and deliver mini-lessons and mini-assessments (F-CIM). -The IPS Science classes, in addition to other science classes, will all use the FCIMs. **Action Steps** **Plan** *Planning/ PLCs Before the Lesson* - PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. **(EET Rubric 1b, 1c, 4a, 4d**) -All grade levels and all content areas conduct FCIMs every 5 days. -Teachers discuss how to correlate mini lessons with core curriculum in PLCs. - Based on the data, PLCs develop a one-two week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. **(EET Rubric 1b, 1e, and 4d)** -As a Professional Development activity in their PLCs, teachers identify (using District resources and curriculum resources) and/or develop mini lessons and mini assessments for benchmarks. PLCs will use a combination of District and school-generated mini lessons and mini assessments. **(EET Rubric 1e, 1d, 1f, 4d)** -Teachers discuss strategies for teaching the mini lessons. **Do/Check** *Teachers in the Classroom* -Teachers implement the mini lessons and mini assessments to the whole group or targeted students. **Check/Act** *Teachers/PLCs after the Mini-Assessments* -Teachers bring assessment data back to the PLCs. **(EET Rubric 4d)** -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the mini-lesson timeline/calendar. -If needed Differentiated Instruction mini-lessons/assessments are given to targeted students as Tier 1 interventions. -Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. **(EET Rubric 1b, 3c, 3e, 4d)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Whole Faculty*	-Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their mini assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards 80% mastery of skills. -Teachers chart their students' individual progress. PLC Level -Using the individual teacher data, PLCs calculate the 80% mastery data across all classes/courses for each mini assessment. -Progress monitoring takes place in all science classes. We will intensely monitor IPS. - For each class/course, PLCs chart their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: *1. Are there skills that need to be re-taught in a whole lesson to the entire class?* *2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?* *3. Are there skills that need to be re-taught to targeted students?* Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads will share data with the Problem Solving Leadership Team. -This data will help determine the level of interventions needed for students showing little or no progress.	-Benchmark mini assessments

	-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM and DI strategies.		*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
1.3. -Teachers are at varying levels of using collaborative structures	1.3 Strategy The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increase through appropriate engagement lab, tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the *Student Engagement Rubric* (EET 3c) This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning. **-Grouping of students are:** -- productive and fully appropriate to the students or to the instructional purposes of the lesson. --influenced by the students information or adjustment. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally. --initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** **Plan** *Teacher PD* -Teachers attend school-based professional development activities on student engagement and Costa's higher level questioning and apply those strategies in the classroom.	Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team -All science classes monitor progress. We will intensely monitor in IPS. -Leadership Team determines and	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric

	-The AVID site team conducts a staff Socratic Circle to discuss strategies and then models for the faculty. *PLCs Before the Lesson* -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. -PLCs discuss how to use the student engagement rubric. -Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g., lbsd, manipulatives, technology, supplemental reading, speakers, real world connections) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **(EET Rubric 1f, 4d)** **Do/Check** *Teachers in the Classroom* - Teachers use engagement tools in the classroom to enhance deep learning. -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. . -At the end of the unit, teachers administer the common assessment. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** **Check/Act** *PLCs After the Common Assessment* -Teachers bring their Engagement Rubrics back to the PLCs for discussion. -Teachers bring their common assessment data back to the PLCs. -Based on the data (common assessment), teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective student engagement and Costa's higher level of questioning strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders put student engagement on every agenda,		maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

	allowing teachers to share successes and challenges. -The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.			
-Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Administrators are at varying skill levels with understanding inquiry and the 5E lesson model -PLC are not being implemented at all middle schools with fidelity -Lack of common planning time to facilitate and hold PLC	1.4 The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through participation in lessons designed around the 5E lesson plan model. **Action Steps** -Teachers will attend District Science training and share 5 E Lesson Plan Model information with their PLCs. -PLCs write SMART goals based on each Grading Period of material. 80% of the students will score an 80% or above on each unit of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Lesson Plans. -PLC teachers instruct students using the 5 E Lesson Plans. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans. -Based on data, PLCs use the problem-solving process to determine next steps of 5E Lesson planning. - PLCs record their work in the PLC logs.	Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. - -Leadership Team determines and maintains a school-wide data	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric

			system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
-Teachers at varying levels of skill expertise in using checks for understanding techniques -PLCs need to spend time planning for checks for understanding within lessons.	1.5 Strategy The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content improves by participation in regular Checks for Understanding and exit slips during and at the close of the lesson. **(EET Rubric 3b and 3e)** **Action Steps** **Plan** *Teacher Planning* -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)** - With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). **(EET Rubric 1a, 3b, 4d)** -With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as: --Think-Pair-Share --Think and Write --Break it Down *(Teach Like a Champion)*	Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor)	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric

	--Exit Tickets *(Teach Like a Champion)* --Check for Understanding *(Teach Like a Champion)* **(EET Rubric 1a, 3b, 4d)** -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **Do/Check** *Teachers in the Classroom.* -During the lesson, teachers consistently implement checks for understanding strategies effectively. **(EET Rubric 3b)** -Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. **(EET Rubric 3b, 3c, 3d, 3e)** -Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as: --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges. **(EET Rubric 3e)** -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring their common assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. **(EET Rubric 4a, 4d)** -Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration	-School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -IPS and other science classes will all practice progress monitoring. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

	classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders/Department Heads put checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Checking for understanding strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase checking for understanding strategies and techniques**..**			
-Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	**1.6** **Strategy:** The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster/Ability Grouping -Heterogeneous/Mixed Ability Grouping -Individualized Work/Independent Study -Whole Class Instruction -Pairs or Partners **Action Steps** **Plan** *Teacher PD* -As a professional development activity, teachers participate in a school-wide inservice to fine-tune DI provided by our SALs. **(EET Rubric 4d, 4e)** *Teacher Planning* -Using data from previous assessments and daily classroom performance/work, teachers plan DI and activities for the delivery of new content in upcoming lessons. Specifically, PLCs use the checklist/self-assessment from *Successful Teaching in The Differentiated Classroom* to plan their lessons (See Appendix for checklist): **Do I give my students:** --Different ways to take in information --Different amounts of time to complete the work --Different assignments depending on ability, readiness, comprehension level,	Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check*	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric

	learning preferences/styles, and interests. -Different types of assessments **For all students, do I:** --Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study. --Create a variety of activities and tasks that allows students to explore concepts and standards in different ways. -Give students choices in some of their learning activities. **For High Performing, Gifted, Honors and Advanced Students, do I:** --Make modifications to ensure students are challenged with higher-level thinking activities. -Use curriculum compacting, independent study, and extension activities where appropriate **For Lower Ability and Students with Learning Difficulties:** -Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas. **For English Language Learners:** --Use gestures, visuals and graphic organizers when explaining concepts -Specifically pinpoint and teach the academic language these students need to learn in order to complete a task. -Recognize cultural/experiential differences, and when feasible includes these in units and examples. **(EET Rubric 4d, 4e)** -Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. **(EET Rubric 1b)** -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)** -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **Do/Check** *Teachers in the Classroom* -Teachers implement lessons using DI activities. **(EET Rubric 3c)** -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring their common assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)**	*3rd Grading Period Check*	-Leadership Team determines what specific data will be reported to the Leadership Team. -Progress monitoring takes place in all science classes, but we intensely monitor IPS and I Can Learn. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

	-PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** -Using the data, effective DI strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -Based on the data, teachers plan future Differentiated Instruction lessons to the whole class or targeted students. *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in DI strategies and techniques in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders/Department Heads put Differentiated Instruction strategies and techniques on every agenda, allowing teachers to share successes and challenges. - Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase Differentiated Instruction strategies and techniques.			

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Example: In grades 5 and 8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 13% to 16%.	13%	16%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2.1. - 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.	2.1 Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through participation in Costa's higher level quesitoning to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** **Action Steps** **Plan** *Teacher PD for General Higher Order* -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -The AVID site team provide support in higher order strategies during the first and second semester using strategies from the AVID curriculum. **(EET 4d, 4e)** *Planning/PLCs Before the Lesson* -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?" **(EET Rubric 1f, 4d)** -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. **(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)** -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. **(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)** **Do/Check** *Teachers in the Classroom* -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. **(EET Rubric 1b, 3b, 3e)** -During the lesson, teachers successfully engage all students in the discussion. **(EET Rubric 1b, 3b, 3e)** -Students formulate many of the high-level questions and ensure that all voices are heard. **(EET Rubric 3b)** -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. **(EET Rubric 1c, 3a, 3b, 3c)**	Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -Progress monitoring takes place in IPS and other science classes. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric

	-At the end of the unit, teachers administer the common assessment. **Check/Act** *PLCs After the Common Assessment* -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective Costa's strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in Costa's in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders put Costa's questions on every agenda, allowing teachers to share successes and challenges. -The Costa's strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase Costa's effective strategies.		instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

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
Identification of common assessments	3-8	-Science SAL -Course specific PLC facilitators	Science	PLCs: On-going	Classroom walk-throughs	Administration Team Science SAL
Gradual Release	3-8	-Science SAL -Course specific PLC facilitators	Science	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Science SAL
Student Engagement	3-8	-Science SAL	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team

		-Course specific PLC facilitators		-Demonstration Classrooms -Book Study on *Teach Like A Champion*		Science SAL
Higher Order Thinking	3-8	-Science SAL -Course specific PLC facilitators	Science	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Science SAL
Differentiated Instruction	3-8	-Science SAL -Course specific PLC facilitators	Science	-PLCs: On-going -Demonstration Classrooms -Book study on *Successful Teaching in The Differentiated Classroom*	Classroom walk-throughs Optional peer teacher observations	Administration Team Science SAL
Checks for understanding	3-8	-Science SAL -Course specific PLC facilitators	Science	PLCs: On-going	Classroom walk-throughs Optional peer teacher observations	Administration Team Science SAL
Using mini-lessons to re-teach and reinforcement essential skills in the core curriculum	3-8	-Science SAL -Course specific PLC facilitators	Science	PLCs: On-going	Classroom walk-throughs	Administration Team Science SAL/DH
Lab, technology and hands-on activities	3-8	-Science SAL -Course specific PLC facilitators	Science	PLCs: On-going	Classroom walk-throughs	Administration Team Science SAL
Exploration of science curriculum materials – teacher editions	3-8	-Science SAL		PLCs: On-going	Classroom walk-throughs	Administration Team Science SAL

End of Science Goals

Writing Goals

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

1. Students scoring at Achievement Level 3.0 or higher in writing.		
The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 86% to 90%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	86%	90%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. -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.	1.1. **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -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.) ***Plan:*** -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 ***Do:*** -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing Action Steps:	1.1. Who Principal APC SAL District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	1.1. See "Check" & "Act" action steps in the strategies column	1.1. Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios

1.2. -Improve the teaching of reading skills of Language Arts teachers. -Become more proficient at pacing and teaching Springboard lessons.	1.2 **Strategy** **Students' reading, writing, language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.** **Action Steps** ***Within PLCs*** Before the unit -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. -Discuss the student's curriculum checklist. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels. During the unit -Determine: --What is working? --Is there a need to enrich the instruction? How? --What isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/SWD being met? --How can civics be added into instruction? --Is there a need for a demonstration classroom and/or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding.	1.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses 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 Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system 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/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2. During the Grading Period Common assessments (pre, post, mid, section, end of unit)

	-Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?) -Plan strategies to differentiate. -Plan higher order thinking questions. -Discuss portfolio implementation (Success/Barriers). -Discuss baseline date/data from anchor activities/data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists. <u>During the assessment</u> -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges. <u>After the assessment</u> Participate in an assessment Norming session (Data to be discussed after EAs are all scored). <u>After all assessments have been scored</u> -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios. -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. -Recognize successes and celebrate. ***In the classroom*** <u>During the lessons, **teachers**:</u> -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction. -Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson and after the assessment to inform instruction. <u>During the lessons, students:</u> -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment.			

	-Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. After the lessons, **teachers**: -Post exemplars of student work. -Self reflect on lessons.			
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 -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses 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 Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.3 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.	1.3. During the Grading Period Common assessments (pre, post, mid, section, end of unit)

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 Strategies	3-8	LA SAL PLC Facilitators	Language Arts Teachers	PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team LA SAL
Rubric Training for Embedded Assessments	3-8	LA SAL PLC Facilitators	Language Arts Teachers	4 Department meetings across September and October, 2011	Shared scoring among PLC	Administration Team LA SAL
Holistic Scoring Training	3-8	District Trainers LA SAL PLC Facilitators	Language Arts Teachers	4 Department meetings across September and October, 2011	Shared scoring among PLC	Administration Team LA SAL
Metacognitive Reflection	3-8	LA SAL/PLC Facilitators	Language Arts Teachers	October, 2011 On-going reflection at PLCs	Classroom walk-throughs Optional peer teacher observations	Administration Team LA SAL
Student Engagement	3-8	LA SAL PLC Facilitators	Language Arts Teachers	-PLCs: On-going -Demonstration Classrooms -Book Study on *Teach Like A Champion*	Classroom walk-throughs Optional peer teacher observations	Administration Team LA SAL
Higher Order Thinking	3-8	LA SAL PLC Facilitators	Language Arts Teachers	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team LA SAL
Differentiated Instruction	3-8		Language Arts Teachers	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team LA SAL
Checks for Understanding	3-8	LA SAL PLC Facilitators	Language Arts Teachers	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Science Coach Science SAL

End of Writing/Language Arts Goals

Engagement Goals

Attendance Goal(s)

ATTENDANCE and TARDY GOAL(S)		
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:		
1. Attendance and Tardies Attendance and Tardy Goal #1:		
Example. 1. The attendance rate will increase from 96% in 2011-2012 to 97% in 2011-2012. 2. The number of students who have 10 or more **unexcused** absences throughout the school year will **decrease from by 10% (18 in 2012 to 16 in 2013)** 3. The number of students who have 10 or more **unexcused** tardies to school throughout the school year will **decrease by 10%.**	2012 Current Attendance Rate: 96.51% 2012 Current Number of Students with Excessive Absences (10 or more unexcused) 18 2012Current Number of Students with Excessive Tardies to School (10 or more unexcused) 58	2013 Expected Attendance Rate: 97.5% 2013 Expected Number of Students with Excessive Absences (10 or more unexcused) 16 20123Expected Number of Students with Excessive Tardies to School (10 or more unexcused) 52

Problem Solving Process to Increase Student Achievement				
Anticipated Barriers	Strategies	**Fidelity Check** 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
No system is utilized to easily identify students with significant number of tardies and how much instructional time is lost.	**Tier 1** School will use EASI online attendance to sign students in and out and will print the report of students with excessive sign-ins and sign-outs every week.	School Social Worker Will review the interventions implemented for students with excessive sign-ins and outs.	Reports from EASI sign in system will be analyzed to determine if the problem is improving and which students should be targeted.	Reports on Demand excessive sign-in report.
There is not a system to reinforce parents for facilitating improvement in attendance.	**Tier 2** Beginning at the 5th unexcused absence the Social Worker will send home a letter to parents outlining the state statue that requires parents to 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	Social Worker Guidance Counselor PSLT	PSLT 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

	regarding the increase in their child's attendance.			
	Tier 2 When a student reaches 5 days of unexcused absences, guidance counselors or other identified staff contact the parents via the phone and records documentation on the Attendance Intervention form (SB90717).	Guidance Social Worker	An attendance log will help determine if the strategy is effective	Attendance log, IPT, Safe Net reports
	Tier 2/3 When a student reaches 6-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified staff will investigate the reason for the absences and may notify the parents and guardians via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	Principal Guidance Social Worker PSLT	An attendance log will help determine if the strategy is effective	Attendance log, IPT, Safe Net reports

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 or 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
Positive Behavior Support (PBS)	K-8	District Trainer	School Wide	Early Release Mondays	Monthly Data Review with support from PBS Coach PSLT will review the attendance and behavior data on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal
EdLine	K-8	AP	As needed	September	Random check of EdLine postings	AP
Attendance Improvement Training	K-8	District Supervisor of Attendance	School Wide	September or when available	Monthly review of implementation of strategies such as attendance interventions and documentation on applicable forms by attendance team.	AP, Principal
EASI training "Train the Trainer"	K-8	District trainer	School trainer	Preplanning	Train the attendance committee to use the reports available to identify students with attendance concerns	AP

End of Attendance Goals

Suspension Goal(s)

Guiding Questions to Inform the Problem-Solving Process
▪ What was the total number of in-school suspensions for 2009-2010? ▪ What was the total number of out-of school suspensions for 2009-2010? ▪ What was the total number of students suspended in school in 2009-2010? ▪ What was the total number of students suspended out of school in 2009-2010? ▪ What are the anticipated barriers to decreasing the number of suspensions? ▪ What are the anticipated barriers to decreasing the number of students suspended? ▪ What strategies and interventions will be utilized to decrease the number of suspensions for 2010-2011? ▪ What strategies and interventions will be utilized to decrease the number of students suspended for 2010-2011?

SUSPENSION GOAL(S)		
1. Suspension Suspension Goal #1:		
Goals 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 by10%.** **3.** The total number of Out-of-Suspensions will **decrease by 50%. (20 in 2011 to 10 in 2012)** **4.** The total number of students receiving Out-of-School Suspension throughout the school year **will decrease by 10%.**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions
	24	21
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School
	18	16
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
	39	35
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School

	26	23

Problem solving Process to Decrease Suspension				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	**Tier 2**:"Check and Connect" program will be implemented to support students who accrue more than 10 suspension days in one semester.	Guidance Social Worker School Psychologist	A subgroup of the Problem Solving Leadership Team will review suspension data and determine the percent of student with 3 or more suspensions. The Team will review suspension data monthly and report progress to PSLT.	Monthly Suspension Data

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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
Behavior Management studies	3-8	PSLT Team/ PLC Facilitators	School Wide in PLCs	After school meetings	PLC Facilitators and the PSLT Behavior Team will support PLCs to design and implement classroom management strategies acquired through Behavior Management studies	PSLT

Additional Goal(s)

Health and Fitness

ADDITIONAL 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:				**1.** Middle School students will engage in an extra day of cardiovascular training during Fitness Fridays	PE Coaches Principal AP	Monitor PE Coach's lesson plans	PE Lesson plans
During the 2011-2012 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 42% on the Pretest to 52% on the Posttest. *Schools will enter the data after the Pretest and Posttest. Make sure the Posttest represents a minimum of a 10% increase.*	2011 Current Level : 42%	2012 Expected Level : 52%					
				2. Health and physical activities such as Jump Rope for Heart and the Gasparilla Run	**2.** PE classes	**2Lesson Plans**	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
				3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	**3.** Physical Education Teacher	**3.** Classroom walk-throughs Class schedules	**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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

Continuous Improvement

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

Continuous Improvement Goal			**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?	Evaluation Tool
1. Continuous Improvement Goal <u>Continuous Improvement Goal #1:</u>			1.1 - Not enough time to meet -K-8 model makes it difficult to meet as a whole school.	1.1 PLCs will meet on a weekly basis during Tuesday meetings	<u>1.1</u> <u>Who</u> Administration <u>How</u> - Administration will review PLCs logs and provide feedback.	1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.
The percentage of **<u>teachers</u>** who strongly agree with the indicator that **"teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)"** will increase from 50% in 2010 to 60% in 2011.	<u>2010 Current Level :*</u> 50%	<u>2011 Expected Level :*</u> 60%					
			1.2 - Not all staff is trained in PLCs. - PLC Facilitators/Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.	1.2 Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/Department PLCs.	<u>1.2</u> <u>Who</u> Principal and trained staff members <u>How</u> - Administration will review PLCs logs and provide feedback.	1.2 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 PLC Facilitators will provide feedback to PLST team on progress of their PLC.

		1.2 - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	1.3 PLC log templates will be created that include the SIP's goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.	1.3 Who Administration Teachers who have received District training in PLCs How - Administration will review PLCs logs.	1.3 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.3 PLC Facilitators will provide feedback to PLST team on progress of their PLC.

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
PLCs	K-8	Teachers who have received District training	School-Wide	Preplanning-July 17 Faculty meetings in September and October	Administration walk-throughs of PLC meetings	Administration SALs

Comprehensive English Language Learning Assessment (CELLA) Goals

<table>
<tr><th colspan="3">CELLA Goals</th><th colspan="5">Problem-Solving Process to Increase Language Acquisition</th></tr>
<tr><td colspan="3">Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.</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">C. Students scoring proficient/satisfactory performance in Listening/Speaking.</td><td>1.1.</td><td>1.1.
See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td rowspan="3">CELLA Goal #C:

The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from __62__% to __65__%.</td><td>2012 Current Percent of Students Proficient in Listening/Speaking:
62%</td><td></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td></td><td></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
<tr><td colspan="3">Students read in English at grade level text in a manner similar to non-ELL students.</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">D. Students scoring proficient/satisfactory performance in Reading.</td><td>2.1.</td><td>2.1.
See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td colspan="2">CELLA Goal #D:

The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from _32___% to __35__%.</td><td>2012 Current Percent of Students Proficient in Reading :
32%</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

		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 Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	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 __43__% to __46__%.	2012 Current Percent of Students Proficient in Writing : **43%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM 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**
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM 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
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

School Advisory Council

School Advisory Council (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 citizens 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 ____X___ No_____

If No, describe measures being taken to comply with SAC requirement.

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

• August/September – Assist in the SIP Development
• October
  o Review baseline data
  o Begin planning for a SAC-sponsored Family Reading Night in November
• November
  o Review reading objectives
  o Carry out the SAC-sponsored Family Reading Night Event

- Review the first nine weeks student evaluation tool data and strategy fidelity check information.

- December – Review writing objectives
- January
  - Review math objectives
  - Begin planning for a SAC-sponsored Family Math Night in February
- February
  - Review mid-year data
  - Carry out the SAC-sponsored Family Math Night Event
  - Review the second nine weeks student evaluation tool data and strategy fidelity check information.
- March
  - Review science objectives
  - Begin planning for a SAC-sponsored Book Drive
- April
  - Review the Attendance, Health and Fitness, and Continuous Improvement Goals
  - Carry out the SAC-sponsored Book Drive
- May
  - Review the third nine weeks student evaluation tool data and strategy fidelity check information.
  - Discuss ideas for the 2011-2012 SIP