FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: JAMES ELEMENTARY	District Name: HILLSBOROUGH
Principal: PATRICIA ROYAL	Superintendent: MARYELLEN ELIA
SAC Chair: LIPI DATTA-REID	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

List your school's highly 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/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Patricia Royal, Ed.S	Specialist in Education Leadership	**8**	**13**	11/12: C 10/11: D 09/10: C 92% AYP 08/09: B 100% AYP 07/08: C 82% AYP Mrs. Royal has been an integral part of James Elementary increasing FCAT scores from year to year.
Assistant Principal	Lahna Tate, Ed. D.	Doctorate in Education Leadership	7	6	11/12: C 10/11: D 09/10: C 92% AYP 08/09: B 100% AYP

					07/08: C 82% AYP Dr. Tate has been an integral part of James Elementary increasing FCAT scores from year to year.

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Writing	Wanda Bowers	B.A. Elementary Education ESOL	7	6	11/12: C 10/11: D 09/10: C 92% AYP 08/09: B 100% AYP 07/08: C 82% AYP
Reading Coach	Stacey Ebanks-Baker	B.A. Elementary Education ESOL	6	2	10/11: In classroom 11/12: C
Science Coach	Lipi Datta-Reid	B.S., M.S., J.D. Exceptional Student EducationK-12, Education Leadership, Middle Grades Integrated Curriculum 5-9 ESOL	7	7	11/12: C 10/11: D 09/10: C 92% AYP 08/09: B 100% AYP 07/08: C 82% AYP
Reading Coach	Monica Castillo	B.S. Elementary Education ESOL	1	1	11/12: In classroom
Math	Erika Frazier	B.A. Elementary Education	6	5	10/11: D 09/10: C 92% AYP

		ESOL			08/09: B 100% AYP 07/08: C 82% AYP
Resource	Catherine Morrow	B.A., M.Ed PreK-3 ESOL	1	1	11/12: In classroom

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.Teacher Interview Day	General Directors	June 2013	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	ongoing	
3.MAP	Supervisor of Data Analysis	July 2013	
4.Performance Pay	General Director of Federal Programs	July 2013	
5.Regular meetings for new teachers with Principal	Principal	ongoing	
6.Partnering new teachers with veteran staff	Assistant Principal	ongoing	
7.College campus Job Fairs and e-recruiting at Universities	Guidance Counselor	April 2013	
8. Differential Pay	General Director of Federal Programs	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective

of-field/ and who are not highly qualified.	
We have no teachers at James Elementary School are not Highly Qualified.	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	10%(7)	50%(32)	20%(18)	10%(7)	31%(20)	100%	.1%(1)	0	53%(34)

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
Kim Powell	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings
Courtney Hunt	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings
Jayetta Pierce	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings
Tiffani Holland	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings

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 I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through.
Title I, Part C- Migrant The migrant advocate services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are 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 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
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 The district receives funds for staff development to increase staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Nutrition Programs
Housing Programs

Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. A. Principal B. Assistant Principal for Curriculum C. School Psychologist D. Guidance Counselor E. PLC facilitators for grades K-5 F. Instructional Coaches/Resource Teachers G. ESE Specialist H. ELP Coordinator I. School Advisory Council Chair

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
 	
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 meets weekly and uses 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 Differentiated instruction during the day
  o Extended Learning Programs after school

- Designated intervention block daily

- 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 Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Use of *Common Core Assessments* at the end of segments/chapters (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 Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- 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.
- Coordinate and collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.
-

Describe the role of the school-based 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 Chair of SAC is a member of the ***Leadership Team/PSLT.***
- ***The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.***
- The School Improvement Plan is the working document that guides the work ***of the Leadership Team and all teacher teams***. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- ***Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).***
- ***The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.***
- The ***Leadership Team***/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - ***Use the problem-solving model when analyzing data:***
    1. ***What is the problem? (Problem Identification)***

2. ***Why is it occurring? (Problem Analysis and Barrier Identification)***
3. ***What are we going to do about it? (Action Plan Design and Implementation)***
4. ***Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)***

- ***Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance***
- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- Develop and target interventions based on confirmed hypotheses.
- ***Identify*** appropriate progress monitoring assessments to be administered at ***regular*** intervals matched to the intensity of ***the level of instructional/intervention support provided.***
- ***Develop grading period or units of instruction//intervention*** goals ***that are ambitious, time-bound, and measureable (e.g., SMART goals).***
- Review ***progress monitoring data at regular intervals*** to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment ***support).***
- ***Each PLC develops PLC action plan for SIP strategy implementation and monitoring***.
- Assess the implementation of the strategies on the SIP using the following questions:
  1. ***Does the data show implementation of strategies are resulting in positive student growth?***
  2. ***To what extent are we making progress toward the school's SIP goals?***
  3. ***If we are making progress, what can we do to sustain what is working?***
  4. ***What barriers to implementation are we facing and how will we address them?***
  5. ***What should we do next? What should be our plan of action?***

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
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	Resource Teachers, individual teachers, PSLT

Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Resource Teachers, individual teachers
DRA 2	School generated Excel database	Individual teachers, reading coach

*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)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR	School Generated Database in Excel	PSLT/ Reading Coach
I-Station	I-station online database	Individual teacher, PSLT, reading coach

*Students receiving 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.

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed during the course of Tier 2 and Tier 3 interventions, but in general progress monitoring will occur at least 2-4 times per month for instruction at Tier 2 and weekly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

Describe the plan to train staff on MTSS.

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.

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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Media Specialist
Reading Coach
Reading Resource
Guidance Counselor
Administration
Team Representatives

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-5 School Wide Reading Incentive

NCLB Public School Choice

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

*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 Dr. Eric. J. Smith, Florida 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. 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.

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. - Too many resources to use for instruction - District calendars move too quickly -Core curriculum is very broad -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. -Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students)	1.1. Strategy: Student's comprehension of course content/standards increases through teacher's use of data to inform instruction. Common Core Standards Training Ongoing faculty training on Guided Reading, Miscue Analysis, Shared Reading, Assignment Alignment and Easy CBM training 30 minutes daily targeting student deficits and enrichment School Wide Reading Incentive Plan to build stamina	1.1. Who -Principal -AP -Reading Coach -Subject area leaders -Resource teachers How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk through. -EET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP strategies. -Daily Administrative walkthroughs formal/informal observations	1.1. 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 student's individual progress towards the SMART goal(s). PLC Level -Using the individual teacher data, PLC's calculate the SMART goal data across all classes. -For each class, PLC's chart their overall progress towards the SMART goal. -After each assessment, PLC's will ask the following questions: 1. How are we using data	1.1. 2-3x Per Year -FAIR Data -DRA -KRT During the grading period: -Common assessments \ These common assessments address standards taught over a period of time to measure students mastery. -Running Records -FAIR
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 37% to 43%.	2012 Current Level of Performance:* **37%(105)**	2013 Expected Level of Performance:* **43%(118)**					

				Integrate Social Studies reading materials into the reading block for additional non-fiction exposure Implementation of the Daily Five Train Special Area teachers for small group tutoring to work with the bottom quartile students Daytime ELP for retained students Afterschool ELP (grouping) Saturday Academy **<u>Action Steps- Plan</u>** - PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLC's answer the question "What do we want our students to learn?" (EET Rubric 1e, 4d) Specifically, PLC's 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	Calendars. -Coaching Cycles - Chats -Team PLCs - Progress monitoring through running records, FAIR testing, and classroom assessments - Through coaching cycles with resource teacher and reading coaches - Progress monitoring small group instruction - Monitor stamina through monthly school-wide reading incentive program -RTI -Easy CBM -District Quarterly Assessment *<u>1st Grading Period Check</u>* *<u>2nd Grading Period Check</u>* *<u>3rd Grading Period Check</u>*	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 be re-taught to targeted students? 7. How do report and share our results with the leadership team? <u>Leadership Team Level</u> -PLC facilitator with share data with their grade level RTI chairperson. The chairperson will consult with grade level teachers to assist with Tier 2 differentiated instructional strategies and assessment pieces for targeted students. Once data is collected for targeted student(s), the teacher will meet with the Problem Solving Leadership Team to discuss progress or further needs. This data will be used to plan for future supplemental instruction.	

				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 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 data in order to evaluate student growth? **(EET Rubric 1f,4d)** -PLC's write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) **(EET Rubric 1c,4d)** -As a professional development activity in their PLC's, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.		<u>First Nine Week Check</u> - <u>Second Nine Week Check</u> - <u>Third Nine Week Check</u>	

				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/PLC after the common assessment* -Teachers bring assessment data back to the PLC's. (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 be re-taught to targeted students. (EET Rubric 1b,1c) -PLC's discuss Differentiated Instruction			

				strategies for re-teaching of essential skills. -PLC's 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)			
			1.2. Students lack adequate de-coding skills -limited exposure to necessary vocabulary -lack of support from home environment -Students lack basic comprehension skills -Students begin the year one to two years behind grade level	1.2. <u>Strategy</u> Students' comprehension of course content/standards increases with participation in higher order thinking questioning techniques/ 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) <u>Action Steps</u> **Plan** -*<u>Teacher P.D. for General Higher Order</u>* -Teacher attends school based professional development activities on	1.2. <u>Who</u> -Principal -AP -Resource Teachers <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk through. -EET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP strategies. <u>First Nine Week Check</u> - <u>Second Nine Week</u>	1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their individual students' progress towards mastery. <u>PLC Level</u> -PLC's calculate the average unit assessment score for all their students across the PLC per class. -PLC's discuss how to report and share the data with the leadership team. -Data is used to identify higher order activities in future lessons. <u>Leadership Team Level</u> -Leadership team determines what specific data will be reported to the leadership team. -Leadership team determines and maintains a school-wide data system	1.2. <u>3x Per Year</u> -FAIR <u>During the grading period</u> -Common assessments (pre, post, mid, section, end of unit) -projects

			higher order questioning strategies and apply those strategies in the classroom. -The instructional coach(s) and resource teachers provide support in higher order strategies. *Planning/PLC's before the lesson* -PLC's identify the common assessment for the upcoming unit of instruction. PLC's answer the question, "How do we know if they have learned it/" -Within PLC's, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lesson. -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 PLC's, 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 the students' correct answers by probing for higher-level understanding in an	Check - Third Nine Week Check -	to track student progress. -PLC facilitator 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. First Nine Week Check Second Nine Week Check Third Nine Week Check	

			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 objectives. (EET Rubric 1c,3a,3b,3c) -At the end of the unit, teachers administer the common assessment. **Check/Act** *PLC's after the common assessment* -Teachers bring their common assessment data back to the PLC's. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified , discussed, and modeled in order to implement techniques in future lessons. (EET Rubric 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 higher order thinking questioning techniques in order to set up demonstration classrooms. (EET Rubric 4d,4e) -Classroom coverage is provided for teachers to attend demonstration classrooms. EET Rubric 4e) -The higher order 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 higher order thinking effective strategies.			
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1 *1st Grading Period Check*	2.1. See 1.1 *1st Grading Period Check*	2.1. See 1.1
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students	2012 Current Level of Performance:* **12% (34)**	2013 Expected Level of Performance:* **17%(50)**					

scoring Level 4 and 5 on the 2013 FCAT Reading will increase from 12% to 17%.					*2nd Grading Period Check* *3rd Grading Period Check*	*2nd Grading Period Check* *3rd Grading Period Check*	
			2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	3.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	3.1. See 1.1
Reading Goal #3: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 58 points to 60 points.	2012 Current Level of Performance:* **58**	2013 Expected Level of Performance:* **60**					
			3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2

		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 60 points to 63 points.	2012 Current Level of Performance:* **60**	2013 Expected Level of Performance:* **63**	4.1. Higher Order Thinking	4.1. Strategy: Include Higher order questioning skills into teacher lessons. Action Steps: Higher Order questioning trainings Content Trainings Readers Workshop Trainings	4.1. Who Reading Resource Principal Assistant Principal Reading Coach How FAIR DRA/Running Records *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Ch*	4.1. Teacher Level Classroom Walkthroughs PLC/Department Level Assessment Meetings Leadership Team Level • Focused Classroom walkthroughs by Principal, Assistant Principal and Reading Coach. • Administration reviews PLC logs for discussion of Higher Order Question strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	4.1. 2-3x Per Year Assessments FAIR During Grading Period DRA/Running Records
		4.2.	4.2	4.2	4.2.	4.2.

		See 1.2	See 1.2 .	See 1.2 .	See 1.2	See 1.2	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5A: In grades 3-5, **41%** of the following All Curriculum Black students will score a Level 3 or higher on the 2013 FCAT Reading. In grades 3-5, **53%** of the following All Curriculum Hispanic students will score a Level 3 or higher on the 2013 FCAT Reading.	2012 Current Level of Performance:* White: Black:34% Hispanic:50% Asian: American Indian:	2013 Expected Level of Performance:* White: Black:41% Hispanic:53% Asian: American Indian:	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5A.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5A.1. See 1.1
			5A.2. See 1.2	5A.2 See 1.2	5A.2 See 1.2	5A.2 See 1.2	5A.2 See 1.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. Attendance	5B.1 Strategy: Attendance referrals monitored by Attendance Committee, school social worker and guidance counselors. Incentives for Attendance Action Steps: Monitor attendance monthly Attendance Clerk Attendance celebration .	5B.1. School Social Worker Guidance Principal How • Attendance Committee meets once a month to discuss targeted students. • Monthly monitoring of attendance *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5B.1. Teacher Level Classroom attendance check PLC/Department Level Assessment Meetings Leadership Team Level Attendance Committee Meetings *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5B.1. 2-3x Per Year Attendance check During Grading Period Teacher check Monthly Attendance check
Reading Goal #5B: 42% of the Economically Disadvantaged students will make satisfactory progress in reading.	2012 Current Level of Performance:* **36%(99)**	2013 Expected Level of Performance:* **42%(116)**					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1	5C.1.	5C.1.	5C.1.
Reading Goal #5C: 40% of the English Language Learners (ELL) will be proficient in reading.	2012 Current Level of Performance:* **33%(3)**	2013 Expected Level of Performance:* **40%(6)**	Language Barrier	Strategy: Offer monthly reading nights with bilingual books. Action Steps: Small groups working with ELL aide Teacher ESOL trainings.	Who ELL aide Reading Coach How Assessments *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Teacher Level Monitor classroom teacher ESOL trainings PLC/Department Level Assessment Meetings Leadership Team Level Monitor ESOL strategies in PLCs *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	2-3x Per Year FAIR During Grading Period Running Records
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.							
Reading Goal #5D: 42% of the students with disabilities will make AYP in reading.	2012 Current Level of Performance:* **36%(18)**	2013 Expected Level of Performance:* **42%(22)**	5D.1. Differentiated Instruction	5D.1. Strategy: In addition to the 90-minute Reading Block, students scoring Level 1 on FCAT will receive an additional Guided Reading group time 5 times a week for in the classroom Action Steps: Content Training Training for executing reading workshop properly Intense Guided Groups for struggling learners Morning ELP	5D.1. Who • Principal • Assistant Principal • Reaching Resource • Leadership Team How Lesson Plan checks Assessment Meetings Walk throughs *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5D.1. Teacher Level Classroom Walkthroughs PLC/Department Level Assessment Meetings Leadership Team Level Check FCAT scores compared to Master Schedule *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5D.1. 2-3x Per Year Assessments FAIR During Grading Period Assessments DRA/Running Records
			5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays	Complete Assessments	Reading Coach/Reading Resource/Assistant Principal
Guided Reading	K-5	Reading	School Wide	Early release Mondays	Complete Assessments	Reading Coach/Reading

Training		Coach/Reading Resource				Resource/Assistant Principal
Shared Reading	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays	Complete Assessments	Reading Coach/Reading Resource/Assistant Principal
Group Lesson Planning	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays	Complete Assessments	Reading Coach/Reading Resource/Assistant Principal
Staff Book Reading Studies	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays	Complete Assessments	Reading Coach/Reading Resource/Assistant Principal
PLC	K-5	Reading Coach/Reading Resource	School Wide	Tuesdays during common planning time	Complete Assessments	Reading Coach/Reading Resource/Assistant Principal

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Teachers not familiar with new Math series and Standards -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 Instruction (both with the low performing and high performing students).	1.1. Strategy: Student's comprehension of course content/standards increases through teacher's use of data to inform instruction. **Action Steps- Plan** - PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLC's answer the question "What do we want our students to learn?" (EET Rubric 1e, 4d) Specifically, PLC's reflect on the following questions: - Does the assessment match the intended essential learning 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	1.1. -Based on the results of the following: -FCAT (student growth and the number of proficient students), Data Chats, PLCs, Walk-through, teacher observations (formal and informal) and SAT-10 -Team Planning meetings	1.1. Who -Principal -AP -Reading Coach -Subject area leaders -Resource teachers 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) -School based informal walk-through form which includes the schools SIP strategies.	1.1. 2-3x Per Year District Baseline During the grading period: -Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #1: In grades 3-5, the percentage of students scoring 3 or above on the 2013 FCAT Math will increase from 38% to 43%.	2012 Current Level of Performance:* 38%(107)	2013 Expected Level of Performance:* 43%(131)					

				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 data in order to evaluate student growth? **(EET Rubric 1f,4d)** -PLC's write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) **(EET Rubric 1c,4d)** -As a professional development activity in their PLC's, 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/PLC after the common assessment* -Teachers bring assessment data back to the PLC's. (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 be re-taught to targeted students. (EET Rubric 1b,1c) -PLC's discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLC's 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) Modeling and Coaching Cycles with Math Resource Coach and District Resource Coach School-Wide Math Incentive Program-College Combat Staff Trainings: Powerful Planning, MEATY math trainings, Think Central, Math Assessment Data Analysis trainings Adopted school-wide math norms Training special area teachers on small group tutoring Participate in District Math Bowl Grades 1-5			
			1.2. Teacher not using differentiated instruction	1.2. PLCs will develop grade level or course specific School-Based Reinforcement Calendars, Mini-Lessons, and Assessment for	1.2. • Principal • Grade level PLC facilitator & Math Resource	1.2. • Administration will have copies of the Reinforcement Calendars. • Reinforcement Calendars shared at Leadership Team	1.2. • Focused Classroom walkthrough logs to monitor implementation of Reinforcement Calendars.

			Intensive, Regular and Advanced Math		Meetings. First Nine Week Check Second Nine Week Check Third Nine Week Check	
		1.3. -Students lack adequate de-coding skills -limited exposure to necessary vocabulary -lack of support from home environment -Students lack basic comprehension skills -Students begin the year one to two years behind grade level	1.3. Strategy Students' comprehension of course content/standards increases with participation in higher order thinking questioning techniques/Webb's depth of Knowledge 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 P.D. for General Higher Order* -Teacher attends school based professional development activities on higher order questioning strategies and apply those strategies in the	1.3. Who -Principal -AP -Resource Teachers 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) -School based informal walk-through form which includes the schools SIP strategies. First Nine Week Check - Second Nine Week Check - Third Nine Week	1.3. Teacher Level -Lesson plan check -Classroom walkthroughs -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their individual students' progress towards mastery. PLC Level - Assessment meetings -Weekly PLCs -PLC's calculate the average unit assessment score for all their students across the PLC per class. -PLC's discuss how to report and share the data with the leadership team. -Data is used to identify higher order activities in future lessons. Leadership Team Level • Administration will have copies of the Reinforcement Calendars. • Reinforcement	1.3. During Nine Weeks -Student Work Student conference sheets -Teacher anecdotal records -Benchmark assessments

			classroom. -The instructional coach(s) and resource teachers provide support in higher order strategies. *Planning/PLC's before the lesson* -PLC's identify the common assessment for the upcoming unit of instruction. PLC's answer the question, "How do we know if they have learned it/" -Within PLC's, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lesson. -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 PLC's, 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 the students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson,	Check	Calendars shared at Leadership Team Meetings. -Leadership team determines what specific data will be reported to the leadership team. -Leadership team determines and maintains a school-wide data system to track student progress. -PLC facilitator 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.	

			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 objectives. (EET Rubric 1c,3a,3b,3c) -At the end of the unit, teachers administer the common assessment. **Check/Act** *PLC's after the common assessment* -Teachers bring their common assessment data back to the PLC's. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified , discussed, and modeled in order to implement techniques in future lessons. (EET Rubric 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 higher order thinking questioning techniques/Webbs depth of knowledge in order to set up demonstration classrooms. (EET Rubric 4d,4e) -Classroom coverage is provided for teachers to attend demonstration classrooms. EET Rubric 4e) -The higher order 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 higher order thinking effective strategies.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check*	2.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check*	2.1. 2-3x Per Year See 1.1
Mathematics Goal #2: In grades 3-5, the percentage of students scoring 4 or 5 on the 2013 FCAT Math will increase from 14% to 18%.	2012 Current Level of Performance:* **14%(39)**	2013 Expected Level of Performance:* **18%(53)**					

.					*3rd Grading Period Check*	*3rd Grading Period Check*	
			2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2
			2.3 See 1.3	2.3 See 1.3	2.3 See 1.3	2.3 See 1.3	2.3 See 1.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	3.1. See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	3.1. See 1.1
Mathematics Goal #3: In grades 3-5, the percentage of students making Learning Gains on the 2013 FCAT Math will increase from 60% to 63%.	2012 Current Level of Performance:* **60%(169)**	2013 Expected Level of Performance:* **63%(187)**					
			3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2
			3.3. See 1.3	3.3. See 1.3	3.3. See 1.3	3..3. See 1.3	3.3. See 1.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1
Mathematics Goal #4: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67	**70**					
			4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2
			4.3 See 1.3	4.3. See 1.3	4.3. See 1.3	4.3. See 1.3	4.3. See 1.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black:	5A.1.	5A.1.	5A.1.	5A.1.

Mathematics Goal #5A: In grades 3-5, 42% of the following All Curriculum Black students will score a Level 3 or higher on the 2013 FCAT Math. In grades 3-5, 44% of the following All Curriculum Hispanic students will score a Level 3 or higher on the 2013 FCAT Math.	2012 Current Level of Performance:* White: Black:36% Hispanic:50% Asian: American Indian:	2013 Expected Level of Performance:* White: Black:42% Hispanic:44% Asian: American Indian:	Hispanic: Asian: American Indian: See 1.1	See 1.1	See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	See 1.1
			5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2
			5A.3. See 1.3	5A.3. See 1.3	5A.3. See 1.3	5A.3. See 1.3	5A.3. See 1.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1
Mathematics Goal #5B: In grades 3-5, **43% Economically Disadvantaged** All Curriculum students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 5% in 2013. **(Safe Harbor Target- 44%)**	2012 Current Level of Performance:* **38%**	2013 Expected Level of Performance:* **43%**					
			5B.1. See 1.2	5B.1. See 1.2	5B.1. See 1.2	5B.1. See 1.2	5B.1. See 1.2

			5B.3. See 1.3	5B.3. See 1.3	5B.3. See 1.3	5B.3. See 1.3	5B.3. See 1.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. See 1.1	5C.1. See 1.1	5C.1. See 1.1	5C.1. See 1.1	5C.1. See 1.1
Mathematics Goal #5C: In grades 3-5, **60% ELL** All Curriculum students will score a Level 3 or above on the 2013 FCAT Math Test (Safe Harbor Target- 48%)	2012 Current Level of Performance:* **58%(5)**	2013 Expected Level of Performance:* **60%(10)**					
			5C.2. See 1.2	5C.2. See 1.2	5C.2. See 1.2	5C.2. See 1.2	5C.2. See 1.2
			5C.3. See 1.3	5C.3. See 1.3	5C.3. See 1.3	5C.3. See 1.3	5C.3. See 1.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

In grades 3-5, 42% **Black** All Curriculum students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 6% in 2012. (Safe Harbor Target-42%) .	**36%**	**42%**					
			5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2
			5D.3 See 1.3	5D.3 See 1.3	5D.3 See 1.3	5D.3 See 1.3	5D.3 See 1.3

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Planning	K-5	Erika Frazier	School wide	Beginning of school year	Observations	Math Resource Assistant Principal
Place Value	K-2	District	K-2	Early Release Mondays	Observations	Math Resource Assistant Principal
Math Powerful Planning	K-5	District	K-5	Early Release Mondays	Observations	Math Resource Assistant Principal

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data. -Not familiar with new series.	1.1. Strategy: Student's comprehension of course content/standards increases through teacher's use of data to inform instruction. Modeling and Coaching Science with the Science Coach Staff trainings Purposeful Planning Training and Science Notebook Training Teachers attend district content trainings Compete in Science Olympics and Science Fair Long term investigations Small group tutoring 5 Day Vocabulary Plan	1.1. Who -Principal -AP -Reading Coach -Subject area leaders -Resource teachers How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk through. -EET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP strategies. *1st Grading Period*	1.1. 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 student's individual progress towards the SMART goal(s). PLC Level -Using the individual teacher data, PLC's calculate the SMART goal data across all classes. -For each class, PLC's chart their overall progress towards the SMART goal. -After each assessment, PLC's 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?	1.1. 2-3x Per Year District Formative Science Tests During Grading Period Assessments Lesson Planning Science Notebooks Informal Assessments
Science Goal #1: 46% of the 5th Grade students will score at level 3 or above on the 2013 FCAT Science Assessment, resulting in an increase of 5%.	2012 Current Level of Performance:* **41%(40)**	2013 Expected Level of Performance:* **43%(34)**					

				Action Steps- Plan - PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLC's answer the question "What do we want our students to learn?" (EET Rubric 1e, 4d) Specifically, PLC's 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 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 data in order to evaluate student growth? **(EET Rubric 1f,4d)** -PLC's write a SMART goal for the upcoming unit	*Check* *2nd Grading Period Check* *3rd Grading Period Check*	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 be re-taught to targeted students? 7. How do report and share our results with the leadership team? Leadership Team Level -PLC facilitator with share data with their grade level RTI chairperson. The chairperson will consult with grade level teachers to assist with Tier 2 differentiated instructional strategies and assessment pieces for targeted students. Once data is collected for targeted student(s), the teacher will meet with the Problem Solving Leadership Team to discuss progress or further needs. This data will be used to plan for future supplemental instruction. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

				of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) **(EET Rubric 1c,4d)** -As a professional development activity in their PLC's, 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/PLC after the common assessment* -Teachers bring assessment data back to the PLC's. (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 be re-taught to targeted students. (EET Rubric 1b,1c) -PLC's discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLC's 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)			
			1.2. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the	1.2. <u>Strategy</u> -Student comprehension of course content/standards increases through teacher's use of data to inform instruction. Specifically, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, curriculum assessments and daily classwork) .	1.2. <u>Who</u> -Principal -AP -Resource Teachers <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk throughs.	1.2. <u>Teacher level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their student's individual progress. <u>PLC level</u> -PLCs will review assessment data. Assessment data recorded in PLC data base (excel	1.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>During Nine Weeks</u> -Benchmark mini assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.

		District pacing guide. -No Science Resource Teacher to lead efforts -No formal assessments aligned with benchmarks and calendars	<u>Action Steps</u> **Plan** *<u>Planning/PLC's before the lesson</u>* -PLC's identify essential tested skills/standards/benchmarks for their students that need remediation and/or reinforcement. (EET Rubric 1b,1c,4a,4d) -Teachers discuss how to correlate mini lessons with core curriculum. -Based on the data, PLC's develop a 1-2 week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. (EET Rubric 1b,1e,4d) -As a professional develop activity in their PLC's, teachers identify (using district resources and curriculum resources) and/or develop mini lessons and mini assessments for benchmarks. PLC's 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** *<u>Teachers in the classroom</u>* -Teachers implement the mini lessons and the mini assessments to the whole	-EET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP strategies.	spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. -For each class, PLC's chart their overall progress towards the SMART goal. -After each assessment, PLC's will ask the following questions: 1. Are there skills that need to be re-taught in a whole lesson to the whole class? 2. Are there skills that need to be re-taught as a mini-lesson to the entire class using a different teaching technique? 3. Are there skills that need to be re-taught to targeted students? 4. How do we report and share our results with the Leadership team? <u>Leadership Team Level</u> -PLC facilitator with share data with their grade level RTI chairperson. The chairperson will consult with grade level teachers to assist with Tier 2 differentiated instructional strategies and assessment pieces for targeted students. Once data is collected for targeted student(s), the teacher will meet with the Problem Solving Leadership Team to discuss progress or further needs. This data will be used to plan for future supplemental instruction.	

			group or targeted students. **Check/Act** *Teachers/PLC's after the mini assessments* -Teachers bring assessment data back to the PLC's. (EET Rubric 4d) -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -As a professional development activity in their PLC's, teachers use the mini assessment data and classroom assessments to adjust the mini lesson timeline/calendar. -If needed, Differentiated Instruction -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)		-The Problem Solving Leadership Team 1) reviews FAIR OPM data to determine the percentage of students scoring medium to high and 2) reviews course-generated nine week assessment that includes all skills covered during the nine week period. -The PSLT will review assessment data for positive trends at a minimum of once per nine weeks.	
		1.3. -Students lack adequate de-coding skills -limited exposure to necessary science vocabulary and terms -lack of support from	1.3. Strategy Students' comprehension of course content/standards increases with participation in higher order thinking questioning	1.3. Who -Principal -AP -Resource Teachers	1.3. Teacher Level -Classroom Walkthroughs -Assessment Meetings -Teachers reflect on lessons during the unit citing/using	1.3. 2-3x Per Year -Mid-Year Assessments

		home environment -Students lack basic comprehension skills -Students begin the year one to two years behind grade level	techniques/Webb's depth of Knowledge 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 P.D. for General Higher Order* -Teacher attends school based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -The instructional coach(s) and resource teachers provide support in higher order strategies. *Planning/PLC's before the lesson* -PLC's identify the common assessment for the upcoming unit of instruction. PLC's answer the question, "How do we know if they have learned it/" -Within PLC's, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lesson. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable	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) -School based informal walk-through form which includes the schools SIP strategies. First Nine Week Check - Second Nine Week Check - Third Nine Week Check	specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their individual students' progress towards mastery. PLC Level -Weekly PLCs -Leadership Team Level -Success Team Meeting -PLC's calculate the average unit assessment score for all their students across the PLC per class. -PLC's discuss how to report and share the data with the leadership team. -Data is used to identify higher order 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 system to track student progress. -PLC facilitator 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. First Nine Week Check	During Nine Weeks -Student Work Student conference sheets -Teacher anecdotal records -Benchmark assessments

			talk. (EET Rubric 1a,1b, 1e,1f,3b,4a,4d) -Within PLC's, 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 the 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 objectives. (EET Rubric 1c,3a,3b,3c) -At the end of the unit, teachers administer the common assessment. **Check/Act** *PLC's after the common assessment* -Teachers bring their common assessment data back to the PLC's. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)		Second Nine Week Check Third Nine Week Check	

			-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET Rubric 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 higher order thinking questioning techniques in order to set up demonstration classrooms. (EET Rubric 4d,4e) -Classroom coverage is provided for teachers to attend demonstration classrooms. EET Rubric 4e) -The higher order 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 higher order thinking effective strategies.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1.	2.1.	2.1	2.1. See 1.1	2.1. See 1.1

Science Goal #2: 9% of the 5th grade students will achieve above proficiency in science, which results in a 3% increase.	2012 Current Level of Performance:* **6%(5)**	2013Expected Level of Performance:* **9%(7)**	See 1.1	See 1.1	See 1.1 *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check* .	*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Notebook Training	K-5	District	School Wide	Early Release Mondays/Faculty	Observations	Science Resource Science Department

				Meetings		Assistant Principal
Science Purposeful Planning	K-5	District	School Wide	Early Release Mondays/Faculty Meetings	Observations	Science Resource Science Department Assistant Principal
Trajectory Training	K-5	Science Resource	School wide	Weekly PLCs	Observations	Science Resource Science Department Assistant Principal

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. - Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers do not have confidence using holistic scoring methods - Teachers lack sufficient time to score student papers - Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing - students who are struggling in Reading are most likely struggling in Writing	1.1. Strategy -Student comprehension of course content/standards increases through teacher's use of data to inform instruction. Specifically, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, curriculum assessments and daily classwork). Action Steps **Plan** *Planning/PLC's before the lesson* -PLC's identify essential tested skills/standards/benchmarks for their students that need remediation and/or reinforcement. (EET Rubric 1b,1c,4a,4d) -Teachers discuss how to correlate mini	1.1. Who -Principal -AP -Resource Teachers 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) -School based informal walk-through form which includes the	1.1. Teacher level Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their student's individual progress. PLC level -PLCs will review mini-assessment data. Mini-assessment data recorded in PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. -For each class, PLC's chart their overall progress towards the SMART goal. -After each assessment, PLC's will ask the following questions:	1.1. Student monthly demand writes, student daily drafts, conferencing notes
Writing/LA Goal #1: 80% of the students in the fourth grade will score a 3.5 or higher on the 2013 Writing FCAT.	2012 Current Level of Performance:* **77%(56)**	2013 Expected Level of Performance:* **80%(75)**					

				lessons with core curriculum. -Based on the data, PLC's develop a 1-2 week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. (EET Rubric 1b,1e,4d) -As a professional develop activity in their PLC's, teachers identify (using district resources and curriculum resources) and/or develop mini lessons and mini assessments for benchmarks. PLC's 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 the mini assessments to the whole group or targeted students. **Check/Act** *Teachers/PLC's after the mini assessments*	schools SIP strategies. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1. Are there skills that need to be re-taught in a whole lesson to the whole class? 2. Are there skills that need to be re-taught as a mini-lesson to the entire class using a different teaching technique? 3. Are there skills that need to be re-taught to targeted students? 4. How do we report and share our results with the Leadership team? Leadership Team Level -PLC facilitator with share data with their grade level RTI chairperson. The chairperson will consult with grade level teachers to assist with Tier 2 differentiated instructional strategies and assessment pieces for targeted students. Once data is collected for targeted student(s), the teacher will meet with the Problem Solving Leadership Team to discuss progress or further needs. This data will be used to plan for future supplemental instruction. -The Problem Solving Leadership Team 1) reviews FAIR OPM data to determine the	

				-Teachers bring assessment data back to the PLC's. (EET Rubric 4d) -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -As a professional development activity in their PLC's, teachers use the mini assessment data and classroom assessments to adjust the mini lesson timeline/calendar. -If needed, Differentiated Instruction mini lesson/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)		percentage of students scoring medium to high and 2) reviews course-generated nine week assessment that includes all skills covered during the nine week period. -The PSLT will review assessment data for positive trends at a minimum of once per nine weeks. *<u>1st Grading Period Check</u>* *<u>2nd Grading Period Check</u>* *<u>3rd Grading Period Check</u>*	
			1.2. - Teachers lack common planning time to meet in PLCs to	1.2. Strategy: Student's comprehension of	1.2. <u>Who</u> -Principal -AP	1.2. <u>Teacher level</u> -Teachers reflect on lessons during the unit	1.2. Student monthly demand writes, student daily drafts,

		discuss common deficiencies in writing - students who are struggling in Reading are most likely struggling in Writing	course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use core curriculum and provide **Differentiated Instruction (DI)** as a result of the common assessments to insure the mastery of essential skills.	-Reading Coach -Subject area leaders -Resource teachers <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) -School based informal walk-through form which includes the schools SIP strategies.	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 student's individual progress towards the SMART goal(s). <u>PLC Level</u> -Using the individual teacher data, PLC's calculate the SMART goal data across all classes. -For each class, PLC's chart their overall progress towards the SMART goal. -After each assessment, PLC's 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	conferencing notes

					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 be re-taught to targeted students? 7. How do report and share our results with the leadership team? <u>Leadership Team Level</u> -PLC facilitator with share data with their grade level RTI chairperson. The chairperson will consult with grade level teachers to assist with Tier 2 differentiated instructional strategies and assessment pieces for targeted students. Once data is collected for targeted student(s), the teacher will meet with the Problem Solving Leadership Team to discuss progress or further needs. This data will be used to plan for future supplemental instruction.	
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MOODLE	2-5	Online	Grade Level Specific	Ongoing upon completion	Inservice Points and Discussions during PLCs	Writing Resource and Assistant Principal
Rubric Training	2nd and 4th grade	District	Grade Level Specific	Staff Reading	Inservice	Writing Resource and Assistant Principal

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance -No attendance incentives permitted at school sites -Lack of parent involvement and communication	1.1. Incentive program for homerooms within the grade levels and individual incentives for monthly perfect attendance Morning show monthly raffles The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardiness. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support. Guidance counselor will	1.1. School Social Worker will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base with: Social Worker Guidance Counselors First Nine Week Check Second Nine Week Check Third Nine Week Check	1.1. Administration Team and subset of PSLT will examine data monthly and look for repeat patterns and trends First Nine Week Check Second Nine Week Check Third Nine Week Check	1.1. Administration Team and subset of PSLT will examine data monthly and look for repeat patterns and trends First Nine Week Check Second Nine Week Check Third Nine Week Check
Attendance Goal #1: Unexcused absences will decrease from 179 in 2011-2012 to 170 in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93%	**94%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	179	**170**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	**0**					

				put an attendance reward program in place to reward attendance. School Psychologist will meet weekly with attendance group of targeted children			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Attendance goals and incentive plan/SIP Goals	K-5	School Social Worker/SIP Coordinator	School wide	Once a month after school	Attendance report	School social worker/SIP Coordinator
Staff Trainings	K-5	SIP Coordinator	Instructional Staff	Once a month after school	Attendance report	SIP Coordinator

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension			1.1. -Lack of parental involvement -Not enough mentors to review rules and expectations for	1.1. **Tier 1**: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules,	1.1. PSLT "behavior" subgroup First Nine Week Check	1.1. PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data.
Suspension Goal #1: -The total number of Out-of-Suspensions will	2012 Total Number of In –School Suspensions **n/a**	2013 Expected Number of In- School Suspensions **n/a**					

decrease from 152 in 2011-2012 to 149 in 2012-2013. -The total number of students receiving suspension Out-of-School will decrease from 93 in 2012-2013 to 87 in 2013-2014.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School	struggling students -Monitoring teacher effectiveness of school-wide behavior plan	set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	Second Nine Week Check Third Nine Week Check	monthly. First Nine Week Check Second Nine Week Check Third Nine Week Check	
	n/a	**n/a**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	152	**149**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	93	**87**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying overview	K-5	Lahna Tate/SIP Coordinator	All K-5 Faculty and Staff	August 2013	Positive Behavior Supports tracking form	PBS team and Administration
Positive Behavior Supports	K-5	Lahna Tate/SIP Coordinator	All K-5 Faculty and Staff	August 2013	Positive Behavior Supports tracking form	PBS team and Administration
Mentoring Students	K-5	SIP Coordinator	Students designated by administration	August 2014	Positive Behavior Supports tracking form	PBS team and Administration

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention 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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Parent Involvement Parent Involvement Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
See PIP	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
See PIP	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement 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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Health and Fitness Goal			1.1. -Students not eating healthy at home -Not enough time in the day for TDPE	1.1. 1. Students will engage in the equivalent of one class period per day of physical education 2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team. *Schools can personalize this objective by listing initiatives that the HEART team will implement.*	1. Principal Guidance Counselor First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	1.1. -Classroom walkthrough -Monitoring teachers schedules First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	1.1. Student schedules -Master schedule
Health and Fitness Goal #1: Increase the number of students scoring in the "Healthy Fitness Zone" by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.	2012 Current Level :* **88%**	2013 Expected Level :* **98%**					
			1.2.	2. Health and physical activity initiatives developed and	**2.** H.E.A.R.T. team. .	**2.** H.E.A.R.T. team notes/agendas	2. Healthy Fitness Zone post-test

			implemented by the school's H.E.A.R.T. team. *Schools can personalize this objective by listing initiatives that the HEART team will implement.*	First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	
		1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Continuous Improvement Goal(s)

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

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

1. Continuous Improvement Goal							
Continuous Improvement Goal #1: The percentage of **teachers** who strongly agree with the indicator that **"Articulation and alignment occurs between and among all levels (under Teaching and Learning)"** will increase from 75% in 2012 to 80% in 2013.	2012 Current Level :* **75%**	2013 Expected Level :* **80%**	1.1 - Note enough time for PLC's -Lack of trust and communication between grade levels	1.1. -Monthly Vertical PLC's to align the curriculum and grade level expectations	1.1. -Principal -AP -Team Leaders -PSLT Team First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	1.1. PLST will examine the feedback from all PLCs and determine next steps in the PLC process. First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1. See 1.1 in Reading	A.1. See 1.1 in Reading	A.1. See 1.1 in Reading	A.1. See 1.1 in Reading	A.1. See 1.1 in Reading
Reading Goal A: 100% of our students will score a proficient level between 4-9 on the Florida Alternate Assessment in Reading.	2012 Current Level of Performance:* **100% (19)**	2013 Expected Level of Performance:* **100% (11)**					
			A.2. See 1.2 in Reading	A.2. See 1.2 in Reading	A.2. See 1.2 in Reading	A.2. See 1.2 in Reading	A.2. See 1.2 in Reading
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1. See 1.1 in Reading	B.1. See 1.1 in Reading	B.1. See 1.1 in Reading	B.1. See 1.1 in Reading	B.1. See 1.1 in Reading
Reading Goal B: The number of students making learning gains on the Florida Alternate Assessment will increase from 14% to 20%.	2012 Current Level of Performance:* **14% (2)**	2013 Expected Level of Performance:* **25%(3)**					
			B.2. See 1.2 in Reading	B.2 See 1.2 in Reading	B.2. See 1.2 in Reading	B.2. See 1.2 in Reading	B.2. See 1.2 in Reading
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: 45% of the students will score a proficient score in Listening/Speaking on the CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: **40%(16)**	Language Barrier	Strategy: Offer monthly reading nights with bilingual books. Action Steps: Small groups working with ELL aide Teacher ESOL trainings.	Who ELL aide Reading Coach How Assessments *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Teacher Level Monitor classroom teacher ESOL trainings PLC/Department Level Assessment Meetings Leadership Team Level Monitor ESOL strategies in PLCs *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	2-3x Per Year FAIR During Grading Period Running Records
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: 19% of the students will score a proficient score in Reading on the CELLA.	2012 Current Percent of Students Proficient in Reading : **14%(5)**	Language Barrier	Strategy: Offer monthly reading nights with bilingual books. Action Steps: Small groups working with ELL aide Teacher ESOL trainings.	Who ELL aide Reading Coach How Assessments *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Teacher Level Monitor classroom teacher ESOL trainings PLC/Department Level Assessment Meetings Leadership Team Level Monitor ESOL strategies in PLCs *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	2-3x Per Year FAIR During Grading Period Running Records
		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 in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: 45% of the students will score a proficient score in Writing on the CELLA.	2012 Current Percent of Students Proficient in Writing : **15%(6)**	Language Barrier	Strategy: Offer monthly reading/writing nights with bilingual books.	Who ELL aide Reading Coach	Teacher Level Monitor classroom teacher ESOL trainings	2-3x Per Year FAIR During Grading Period

			Action Steps: Small groups working with ELL aide Teacher ESOL trainings.	How Assessments *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	PLC/Department Level Assessment Meetings Leadership Team Level Monitor ESOL strategies in PLCs *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Running Records
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1. See 1.1 Math	F.1. See 1.1 Math	F.1. See 1.1 Math	F.1. See 1.1 Math	F.1. See 1.1 Math
Mathematics Goal F: 100% of our students will score a proficient level between 4-9 on the Florida Alternate Assessment in Reading.	2012 Current Level of Performance:* **100% (19)**	2013 Expected Level of Performance:* **100% (11)**					
			F.2. See 1.2 Math	F.2. See 1.2 Math	F.2. See 1.2 Math	F.2. See 1.2 Math	F.2. See 1.2 Math

		F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal G: The number of students making learning gains in math on the Florida Alternate Assessment will increase from 13% to 17%. 2012 Current Level of Performance:* **13% (1)** 2013 Expected Level of Performance:* **17% (3)**		G.1. See 1.1 Math	G.1. See 1.1 Math	G.1. See 1.1 Math	G.1. See 1.1 Math	G.1. See 1.1 Math
		G.2. See 1.2 Math	G.2. See 1.2 Math	G.2. See 1.2 Math	G.2. See 1.2 Math	G.2. See 1.2 Math
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	**n/a**					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

NEW 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: 46% of the 5th Grade students will score at level 3 or above on the 2013 FCAT Science Assessment, resulting in an increase of 5%.	1.1. See 1.1 Science	1.1. See 1.1 Science	1.1. See 1.1 Science	1.1. See 1.1 Science	1.1. See 1.1 Science
	1.2. See 1.2 Science	1.2. See 1.2 Science	1.2. See 1.2 Science	1.2. See 1.2 Science	1.2. See 1.2 Science
	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

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE 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**
CTE Goal #1: Increase the number of Career Technical Student Organization chapters from 5 in 2011-2012 to 8 in 2012-2013.	1.1.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE 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
Establishing or growing a CTSO.	K-5	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

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

- ***Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.***

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
School Improvement Coordinator	Helps to reach SIP goals for the school, monitors SIP, helps to keep teachers informed through staff trainings, Increase Parent Involvement through Family Nights and other parent functions, mentoring students	$24.50/hour not to exceed 30 hours x fringe	
Final Amount Spent			