

# Brevard County Public Schools School Improvement Plan 2012-2013

**Name of School:**

**Area:**

South Area

John F. Turner, Sr. Elementary

**Principal:**

**Area Superintendent:**

Dr. Mark Mullins

Tanya Knowles

**SAC Chairperson:**

Anita Shelton/S. Hope Chybion

**Superintendent: Dr. Brian Binggeli**

**Mission Statement:**

*To ensure every student reaches his or her highest potential*

**Vision Statement:**

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*We work collaboratively as a community of learners to provide a safe, structured, and caring environment where students are engaged learners who believe they can achieve.*

# Brevard County Public Schools

## School Improvement Plan

### 2012-2013

#### RATIONALE – Continuous Improvement Cycle Process

##### **Data Analysis from multiple data sources:** *(Needs assessment that supports the need for improvement)*

Over the past seven years, Turner Elementary has earned an A grade for four years and a B for three, including this past year, despite the increased rigor of FCAT 2.0. (We were only seven points from an A.) The school's percentage of economically disadvantaged students has increased from **73.5%** to **79.34%**. In reading **37%** of students scored a Level 2 and in math **32%** of students scored a Level 2 in grades 3-6.

Across all grade levels, sub group analysis reveals that a significant number of students scored a Level 2. Therefore, we have a large number of students represented by all sub groups who have the potential to increase to proficiency.

Over the past three years, the minority rate has remained relatively stable at approximately **51%**. In analyzing our subgroup data by grade level, we have discovered that, in third grade, **42%** of our Black and White populations have scored at Level 2, while **53%** of our Hispanic population has done so. In math, **50%** of our Black population has scored at Level 2. In fourth grade, we observed strength in all subgroups in reading. In math, **45%** of our Black population scored at Level 2. Fourth grade writing scores decreased from **93%** scoring Level 3 and above in 2010-2011 to **78%** doing so in 2011-2012. Only **46%** scored at or above Level 3.5. We believe that this decrease is due to the state scorers' increased application of the rubric regarding conventions and type of support required. Therefore, we will continue to place writing as a priority. In fifth grade, while slightly over **30%** of the Black and White populations scored at Level 2 in reading, only **10%** of the Hispanic population did so. In math, the Hispanic population increased to **30%** scoring Level 2. Sixth grade reading revealed that **56%** of our Black population scored at Level 2. This sub group appeared stronger in math with only **30%** scoring a Level 2. **40%** of our Hispanic and White populations scored at Level 2 on the sixth grade Math FCAT. A high percentage of our ESE population scored at Level 1 in reading, math, and science, so we must continue to monitor student performance in order to increase proficiency. For all grade levels and subject areas tested, excessive absences/tardies correlates with our students scoring below proficiency. Carefully monitoring absenteeism to determine root causes and possible solutions must be addressed school wide.

Turner teachers completed a survey regarding their current instructional practices. In response to the statement, "The textbook is all teachers need to plan and deliver instruction," while 73% disagreed, only one response stated that it was important to teach to the standards (a written response was requested for those who disagreed).

The percentage of our students making learning gains continues to be a strength at Turner Elementary. Our learning gains in reading have held steady from 2009 to 2012. Our learning gains in math have increased from **55%** in 2011 to **69%** in 2012. We attribute these gains to our diligence with our Walk to Intervention, teachers improving their instruction through differentiation, and providing our lowest 25% with SuccessMaker on a daily basis.

In 2009-2010, **78%** of students in grades 3-6 scored at or above proficiency in reading. In 2010-2011, this percentage decreased slightly to **77%**. In 2011-2012, students meeting reading proficiency in grades 3-6 dropped significantly to **51%**. In 2009-2010, **64%** of students in grades 3-6 scored at or above proficiency in math. In 2010-2011, this percentage decreased slightly to **63%**. In 2011-2012, students meeting math proficiency in grades 3-6 dropped significantly to **43%**. In 2011-2012, **75%** of Brevard County's students and **70%** of the State of Florida students scored at or above proficiency in comparison to **51%** of Turner's student in reading. In 2011-2012, **76%** of Brevard County's students and **68%** of the

State of Florida students scored at or above proficiency in comparison to **43%** of Turner’s students in math. We believe that a high number of students being new to Turner in third grade, the increased rigor of FCAT 2.0, and teacher turnover attributed to fewer students meeting proficiency in both reading and math.

In 2009-2010, the percentage of students meeting proficiency in grade 5 for science was **53%**. In 2010-2011, it decreased to **48%**. In 2011-2012, students meeting proficiency in fifth grade Science increased to **57%**.

The Florida Assessment for Instruction in Reading (FAIR) overall three year trend from 2009-2010 to 2011-2012 school years reveal that in grades K-2, students meeting their targeted passage proficiency has increased. In grades 3, 5, and 6, FAIRs RC percentile for students scoring Level 3 or above on FCAT reveal a **77%** prediction of FCAT success. Fourth grade was the exception for predictability suggesting that only **35%** of students would meet success on FCAT.

**Best Practice:** *(What does research tell us we should be doing as it relates to data analysis above?)*

**Problem:** One-third of the tested student population scored at Level 2 on FCAT reading and math.

**Solution:** The instructional staff will work collaboratively in PLCs to create lessons that are aligned to the standards. We will examine Best Practices in two domains: Curriculum and Instruction.

Marzano (cited in Learning Focused Solutions, n.d.) states, “The single most important initiative that a school or district can engage in to raise student achievement is a guaranteed and viable curriculum” (p. 12). We believe that we need to carefully review how our teachers use their curriculum to teach the standards. Further investigation through our subgroup analysis determined that neither race nor socioeconomic status appeared to a barrier to student performance at Turner in 2011-2012. “Curriculum represents the full set of academic skills that a student is expected to have mastered in a specific academic area at a given point in time. To adequately evaluate a student’s acquisition of academic skills, of course, the educator must (1) know the school’s curriculum (and related state academic performance standards), (2) be able to inventory the specific academic skills that the student currently possesses, and then (3) identify gaps between curriculum expectations and actual student skills” (Brevard Public Schools, p. 2). Based on our survey results, we believe this is occurring because many of our teachers are not planning their lessons based on the standards being tested. We believe that our first step toward improving achievement with our Level 2 students and eliminating this achievement gap at Turner is to develop standards based lessons for each grade level.

Thompson (2011) states, “There are two major sources that determine exemplary practices: strategies that are research-based and strategies that are evidenced-based. The first source of information is focused on research. Research proves that these strategies help raise student learning and achievement significantly. Many individuals and research centers contribute to this effort, but the major contributions come from the US Department of Education’s eight research labs spread across the country. Each lab serves as a different part of the country and has specific areas of research responsibilities that focus on learning and teaching. In addition to these labs, there are two research labs on higher level thinking and brain research, plus the European Union cooperatively sponsors four research labs on learning and teaching. An example of research-based exemplary strategies is the research conducted between 1998 and 2001 by Dr. Robert Marzano as Director of the Mid-Continent Regional Education Lab (McREL)” (p.5).

The five top research-based exemplary strategies include:

1. Extending Thinking Strategies with a 45 Percentile Gain
2. Summarizing with a 34 Percentile Gain
3. Vocabulary in Context with a 33 Percentile Gain
4. Advance Organizers with a 28 Percentile Gain
5. Non-Verbal Representations with a 25 Percentile Gain

Through our PLCs, teachers will decide how they will use these research/evidence-based strategies to create lessons that aligned to the standards. While all are important, we have chosen the third strategy (Vocabulary in Context) as our school-wide focus for 2012-2013. Research strongly suggests that there is a correlation between a large vocabulary and achievement in school (Beck, McKeown, & Kucan, 2002; Marzano & Pickering, 2005). Beck et al (2002) goes on to point out that schools with a high percentage of lower SES students must place a high priority on vocabulary instruction. Thompson (2011) states, "The higher the percentage of students eligible for Free/Reduced Lunch in a school, the fewer curriculum, instruction, and assessment options teachers have in their classrooms" (p. 7). Our free and reduced status has risen to 79.34%. It is imperative to continue the allocation of time during the reading block for teachers to meet with flexible, differentiated groups in order to meet the standards.

In examining how we do business in our instructional domain, we will continue to identify and create common formative assessments to drive instruction. DuFour, DuFour, Eaker, and Many (2006) state, "Formative assessments are assessments for learning that measure a few things frequently. These timely in-process measurements can inform teachers individually and collectively regarding the effectiveness of their practice. Furthermore, these teacher made assessments identify which students have learned each skill and which have not, so that those who are experiencing difficulty can be provided with additional time and support for learning"(p. 55).

#### References

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

Brevard Public Schools. (n. d.) RIOT by ICEL Matrix A-A Guide for Problem Analysis. Retrieved from [www.brevardschools.org](http://www.brevardschools.org).

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

Learning Focused Solutions. (n. d.). Understanding the Learning Focused Model. Retrieved from [www.LearningFocused.com](http://www.LearningFocused.com).

Marzano, R., & Pickering, D. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

Thompson, M. (2011). *Moving schools: Lessons from exemplary leaders*. Boone, NC: Learning-Focused Solutions.

#### **Analysis of Current Practice:** *(How do we currently conduct business?)*

During 2011-2012, Turner's staff worked collaboratively in horizontal and vertical Professional Learning Communities (PLCs) to identify and create common formative assessments (CFAs). The results were used to group students and differentiate instruction. In addition, many teachers used Thinking Maps and Brevard Effective Strategies for Teaching (BEST) strategies to help increase student achievement. Learning Logs were used by some teachers across the content areas. Many attended the Capturing Kids' Hearts training in June of 2012. We implemented SuccessMaker with six licenses and targeted students in the lowest 25% in both reading and math. Turner teachers were diligent in adhering to Walk to Intervention, and differentiation was increased at the primary level. We will continue to follow through with the things we are doing well.

There are areas that have been noted for improvement in 2012-2013. For example, teacher planning has been based more on textbooks and pacing guides instead of the standards. According to Graves (cited in Diamond & Gutlohn,

2006), "There are four components of an effective vocabulary program: (1) wide or extensive independent reading to expand word knowledge, (2) instruction in specific words to enhance comprehension of texts containing those words, (3) instruction in independent word-learning strategies, and (4) word consciousness and word-play activities to motivate and enhance learning" (p. 3). While most teachers cover components 1 and 2, they are not expanding their instruction to include components 3 and 4. In addition, intermediate teachers did not differentiate instruction as much as the primary teachers. Also, not all teachers were diligent about following up when their students were absent.

Reference

Diamond, L., & Gutlohn, L. (2006). *Vocabulary Handbook*. Berkeley, CA: Paul H. Brookes Publishing.

## CONTENT AREA:

X Reading	X Math	X Writing	X Science	X Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

**School Based Objective:** *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

In order to improve academic achievement, the instructional staff will work collaboratively in Professional Learning Communities (PLCs) to create lessons that are aligned to the standards and that focus on vocabulary instruction.

**Strategies:** *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Strengths and weaknesses of individual students are not known.	1. Review data and analyze students' strengths and weaknesses for each content area.	Principal, Assistant Principal, Academic Coaches, PLCs	August 2012		PLC meeting minutes
2. Priorities for instruction have not been set.	2. Establish what is essential for students to learn through a review of the standards and create a Curriculum Map of priorities.	Principal, Assistant Principal, Academic Coaches, PLCs	October 2012		Curriculum Maps
3. Not all teachers align their lessons to state standards.	3. PLCs will create lessons that are aligned to state standards.	Principal, Assistant Principal, Academic Coaches, PLCs	October 2012-May 2013		Lesson plans, walk-throughs
4. Lack of knowledge in writing Essential Questions.	4. Provide training on the writing of Essential Questions.	Principal, Assistant Principal, District Resource Personnel, teachers	November 2012		Lesson plans, walk-throughs

5. Lack of knowledge about how to embed vocabulary instruction in each lesson.	5. Provide training for teachers so that they can assist their students to increase their vocabulary in all content areas, which is an Exemplary Practice.	Principal, Assistant Principal, District Resource Personnel, teachers	November 2012		Lesson plans, walk-throughs
6. Inconsistency in understanding and use of school-wide initiatives.	6. Utilize information and strategies based on Capturing Kids' Hearts training. Staff who attended the June 2012 workshop will assist in sharing and modeling for those who did not. Provide Thinking Maps Training for those who have not been trained.	Principal, Assistant Principal, Counselors, Academic Coaches, teachers	August 2012-May 2013		Lesson plans, walk-throughs
7. Low-performing students require additional time and instruction to meet needs.	7. Identified students in grades 2-4 will work in small groups with Academic Support Program teacher during the school day.	Principal, Assistant Principal, ASP teacher, classroom teachers,	October 2012-April 2013	\$19,305	Lesson plans, CFA results, DRLA results



8. Low-performing (Science) 5 <sup>th</sup> and 6 <sup>th</sup> graders require additional time and instruction to meet needs.	8. Academic Support provided by the Science Coach during after-school program.	Principal, Assistant Principal, Science Coach	February 2012-April 2013	\$715	Lesson plans, CFA results
9. There is a need for improvement in meeting the needs of individual students who may have gaps in their achievement.	9. 31 SuccessMaker site licenses were purchased and are being used to service all students in grades 3, 4, and 6 on a daily basis.	Principal, Assistant Principal, SuccessMaker Coordinator, teachers of grades 3, 4, and 6	September 2012-May 2013	\$25,000	SuccessMaker Student Cumulative Reports
10. There is a need for constant communication to discuss school-wide initiatives in order to monitor student achievement.	10. Weekly Title I Leadership Team (TILT) meetings have been scheduled.	Principal, Assistant Principal, Title I teachers	August 2012-May 2013		Meeting agendas and minutes

**EVALUATION – Outcome Measures and Reflection**

**Qualitative and Quantitative Professional Practice Outcomes:** *(Measures the level of implementation of the professional practices throughout the school)*

Classroom walk-thoughts will show that 85% of all Turner teachers are planning and implementing lessons that are aligned to the standards.

Every lesson will include vocabulary instruction. A teacher survey to be administered in spring 2013 will indicate that 100% of Turner teachers agree that it is important to align instruction to the standards.

**Qualitative and Quantitative Student Achievement Expectations:** *(Measures of student achievement)*

In 2011-2012, approximately one-third of our students in grades 3-6 scored at Level 2 on FCAT reading and math. In 2012-2013, only 25% (100) students will score at Level 2. Student work samples will show increased vocabulary acquisition and mastery of the standards.

## APPENDIX A

(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>
Anticipated Barrier(s): 1.		
Strategy(s): 1.		

**FCAT 2.0**

Students scoring at Achievement Level 3

**Barrier(s):**

- a. **Poor alignment of lessons to the standards**
- b. **Scheduling additional planning time for curriculum mapping**
- c. **Differentiating content, process, and product to students' needs in the 90 minute block**
- d. **Explicitly making connections to research-based and evidenced-based strategies**
- e. **Essential questions not consistently being used**
- f. **Word study (phonics and syllabication) are not being explicitly and systematically taught in the intermediate grades**
- g. **Morphology not being used to emphasize vocabulary**
- h. **Benchmark assessments not being used to guide instruction**
- i. **Science and social studies content not being integrated in the Reading Block**
- j. **Students need more experiences responding to text through writing**
- k. **Students unaware of their current level of performance**
- l. **Insufficient time for independent, wide reading opportunities for students**

**Strategy(s):**

- 1. **Assign an Academic Coach/Title I teacher to 2<sup>nd</sup>-6<sup>th</sup> grades to assist with data analysis and goal-setting.**
- 2. **Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.**
- 3. **Provide training on writing curriculum maps that focus on the standards.**
- 4. **Title I and other Support Staff will cover teachers' classes so that teachers can establish what is essential for students to learn through a review of the standards and create a curriculum map of priorities.**
- 5. **Administration and Academic Coaches will conduct walk-throughs to monitor levels of differentiation taking place in the classroom and offer guidance for teachers needing additional help.**
- 6. **Through monthly data team meetings, teachers will share research-based strategies and evidenced-based practices that are helping their students achieve success.**
- 7. **Provide training on writing essential questions.**
- 8. **Provide teachers in grades 3-6 with an instructional delivery format on phonics/multisyllabication so that they can routinely teach it in their 90-minute block**
- 9. **Through monthly data team meetings, teachers will consistently analyze student progress based on District Assessments and use this data to guide instruction.**
- 10. **Guide teachers in using science and social studies informational content to teach reading skills in the 90 minute block.**
- 11. **Utilize Learning Logs in K-6 that focus on exemplary practices (summarizing, vocabulary in context, advance organizers and non-verbal representations).**
- 12. **Model academic goal-setting for teachers and Academic Coaches meet with students to aid in setting goals.**
- 13. **Provide an extra 15 minutes at the end of school day for PAWS-N-Read.**
- 14. **Analysis of data from SuccessMaker, FCAT 2.0 district required assessments, and formative assessments to determine individual students' mastery of concepts and skills.**

26% (89) of students in grades 3-6 scored at Level 3 on the 2012 Reading FCAT.

36% (144) of students in grades 3-6 will score at Level 3 on the 2013 Reading FCAT. (370 students will be tested)

<p>15. <b>Provide teachers with training on classroom management strategies Fabulous 15 (twice monthly sharing sessions), Capturing Kids’ Hearts, collaborative team meetings, and support from Academic Coaches.</b></p> <p>16. <b>Implement a mandatory AR initiative with students. Media Specialist and classroom teachers will work together to help students set reading goals.</b></p> <p>17. <b>Teachers and students will utilize technology through Book Flix to access a wide variety of non-fiction and fictional literature to enhance core instruction.</b></p>		
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading</p> <p><b>Barrier(s):</b>  <b>1. Students taking the FAA at Turner are often Language Impaired.</b>  <b>2. Students taking the FAA at Turner often lack “real-life” experiences that can enhance their interaction with text.</b></p> <p><b>Strategy(s):</b>  <b>1. Teachers and SLPs will focus on teaching vocabulary in context.</b>  <b>2. Teachers will provide hands-on and real-world experiences for their students and relate them to text.</b></p>	<p>17% (1) of students who took the FAA reading test scored at Level 4, 5, or 6 in 2012. 67% (4) scored higher, and 17% (1) scored lower.</p>	<p>17% (1) of students who will take the FAA reading test will score at Level 4, 5, or 6 in 2013.</p>
<p><b>FCAT 2.0</b>  Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>Fidelity in enrichment instruction needs to be improved.</b></li> <li><b>Teachers need more knowledge of classroom management strategies in order to differentiate instruction.</b></li> <li><b>Students are not being challenged to meet their highest potential.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>Assign an Academic Coach/Title I teacher to 2<sup>nd</sup>-6<sup>th</sup> grades to assist with data analysis and goal-setting.</b></li> <li><b>Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</b></li> <li><b>Through monthly data team meetings, teachers will share research-based strategies and evidenced-based practices that are helping their students achieve success.</b></li> <li><b>Administrative walk-throughs during enrichment time.</b></li> <li><b>Analysis of data from SuccessMaker, FCAT 2.0 district required assessments, and formative assessments to determine individual students’ mastery of concepts and skills.</b></li> <li><b>Provide teachers with training on classroom management strategies Fabulous 15 (twice monthly sharing sessions), Capturing Kids’ Hearts, collaborative team meetings, and support from Academic Coaches.</b></li> </ol>	<p>25% (85) of students in grades 3-6 scored at Level 4 or 5 on the 2012 Reading FCAT.</p>	<p>35% (140) of students in grades 3-6 will score at Level 4 or 5 on the 2013 Reading FCAT.</p>
<p><b>Florida Alternate Assessment:</b>  Students scoring at or above Level 7 in Reading</p> <p><b>Barrier(s):</b>  <b>1. Students taking the FAA at Turner need more experience with test-taking.</b>  <b>2. Students taking the FAA at Turner may benefit from encouragement from others in regular-ed classrooms.</b></p> <p><b>Strategy(s):</b>  <b>1. Students will be provided opportunities to practice for the FAA.</b>  <b>2. A regular-ed classroom will be assigned as an “FAA Buddy” to each classroom that has students who will take the FAA. The FAA Buddies will provide encouragement and small treats at the time the test is administered.</b></p>	<p>67% (4) of students who took the FAA reading test scored at or above Level 7 in 2012.</p>	<p>83% (5) of students who will take the FAA reading test will score at or above Level 7 in 2013.</p>



<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline data 2010-11:</b></p>		
<p><b>Student subgroups by ethnicity NOT making satisfactory progress in reading :</b></p> <p style="text-align: right;">White: 46% (73) White</p> <p style="text-align: right;">Black: 60% (56) Black</p> <p style="text-align: right;">Hispanic: 47% (28) Hispanic</p> <p style="text-align: right;">Asian: 50% (3) Asian</p> <p style="text-align: right;">American Indian: 100% (1) A.I.</p>	<p>Enter numerical data for current level of performance</p>	<p>Enter numerical data for expected level of performance</p> <p>??% (??) White</p> <p>??% (??) Black</p> <p>??% (??) Hispanic</p> <p>??% (?) Asian</p> <p>??% (?) A.I.</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s):</b></p> <p><b>a. Students' needs must be identified.</b></p> <p><b>b. Teachers need more knowledge of classroom management strategies to differentiate instruction and provide more time on task.</b></p> <p><b>c. Students are not fluent readers, which impairs their comprehension.</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Assign an Academic Coach/Title I teacher to 2<sup>nd</sup>-6<sup>th</sup> grades to assist with data analysis and goal-setting.</li> <li>2. Closely monitor student progress through Tier II instruction and the RtI process.</li> <li>3. Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</li> <li>4. Administration and Academic Coaches will conduct walk-throughs to monitor levels of differentiation taking place in the classroom and offer guidance for teachers needing additional help.</li> <li>5. Through monthly data team meetings, teachers will share research-based strategies and evidenced-based practices that are helping their students achieve success.</li> <li>6. Through monthly data team meetings, teachers will consistently analyze student progress based on District Assessments and use this data to guide instruction.</li> <li>7. Model academic goal-setting for teachers and Academic Coaches meet with students to aid in setting goals.</li> <li>8. Provide teachers with training on classroom management strategies Fabulous 15 (twice monthly sharing sessions), Capturing Kids' Hearts, collaborative team meetings, and support from Academic Coaches.</li> <li>9. Provide an extra 15 minutes at the end of school day for PAWS-N-Read.</li> <li>10. Analysis of data from SuccessMaker, FCAT 2.0 district required assessments, and formative assessments to determine individual students' mastery of concepts and skills.</li> <li>11. Implement daily Peer-to-Peer fluency practice.</li> </ol>	<p>63% (10) of ELL students scored below Level 3 on the 2012 Reading FCAT.</p>	<p>50% (8) of ELL students will score below Level 3 on the 2013 Reading FCAT.</p>

<p><b>Students with Disabilities (SWD)</b> not making satisfactory progress in Reading  <b>Barrier(s):</b>  <b>a. Students' needs must be identified.</b>  <b>b. Teachers need more knowledge of classroom management strategies to differentiate instruction and provide more time on task.</b>  <b>c. Students are not fluent readers, which impairs their comprehension.</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Assign an Academic Coach/Title I teacher to 2<sup>nd</sup>-6<sup>th</sup> grades to assist with data analysis and goal-setting.</li> <li>2. Closely monitor student progress through Tier II instruction and the RtI process.</li> <li>3. Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</li> <li>4. Administration and Academic Coaches will conduct walk-throughs to monitor levels of differentiation taking place in the classroom and offer guidance for teachers needing additional help.</li> <li>5. Through monthly data team meetings, teachers will share research-based strategies and evidenced-based practices that are helping their students achieve success.</li> <li>6. Through monthly data team meetings, teachers will consistently analyze student progress based on District Assessments and use this data to guide instruction.</li> <li>7. Model academic goal-setting for teachers and Academic Coaches meet with students to aid in setting goals.</li> <li>8. Provide teachers with training on classroom management strategies Fabulous 15 (twice monthly sharing sessions), Capturing Kids' Hearts, collaborative team meetings, and support from Academic Coaches.</li> <li>9. Provide an extra 15 minutes at the end of school day for PAWS-N-Read.</li> <li>10. Analysis of data from SuccessMaker, FCAT 2.0 district required assessments, and formative assessments to determine individual students' mastery of concepts and skills.</li> <li>11. Implement daily Peer-to-Peer fluency practice.</li> </ol>	<p>81% (43) of SWD scored below Level 3 on the 2012 Reading FCAT.</p>	<p>70% (37) of SWD will score below Level 3 on the 2013 Reading FCAT.</p>
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<p><b>Economically Disadvantaged</b> Students not making satisfactory progress in Reading</p> <p><b>Barrier(s):</b></p> <p><b>a. Students' needs must be identified.</b></p> <p><b>b. Teachers need more knowledge of classroom management strategies to differentiate instruction and provide more time on task.</b></p> <p><b>c. Students are not fluent readers, which impairs their comprehension.</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Assign an Academic Coach/Title I teacher to 2<sup>nd</sup>-6<sup>th</sup> grades to assist with data analysis and goal-setting.</li> <li>2. Closely monitor student progress through Tier II instruction and the RtI process.</li> <li>3. Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</li> <li>4. Administration and Academic Coaches will conduct walk-throughs to monitor levels of differentiation taking place in the classroom and offer guidance for teachers needing additional help.</li> <li>5. Through monthly data team meetings, teachers will share research-based strategies and evidenced-based practices that are helping their students achieve success.</li> <li>6. Through monthly data team meetings, teachers will consistently analyze student progress based on District Assessments and use this data to guide instruction.</li> <li>7. Model academic goal-setting for teachers and Academic Coaches meet with students to aid in setting goals.</li> <li>8. Provide teachers with training on classroom management strategies Fabulous 15 (twice monthly sharing sessions), Capturing Kids' Hearts, collaborative team meetings, and support from Academic Coaches.</li> <li>9. Provide an extra 15 minutes at the end of school day for PAWS-N-Read.</li> <li>10. Analysis of data from SuccessMaker, FCAT 2.0 district required assessments, and formative assessments to determine individual students' mastery of concepts and skills.</li> <li>11. Implement daily Peer-to-Peer fluency practice.</li> </ol>	<p>53% (147) of ED students scored below Level 3 on the 2012 Reading FCAT.</p>	<p>43% (120) of ED students will score below Level 3 on the 2013 Reading FCAT.</p>
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## Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
SuccessMaker	September 11, 2012	SuccessMaker Student Cumulative Reports
Writing Essential Questions	November 2012	Data Team meeting reviews, walk-throughs
Curriculum Mapping	October 2012	Curriculum Maps by grade-level
Fab 15 (components of reading)	August 2012-May 2013	Lesson plans, walk-throughs
Vocabulary Development	November 2012	Lesson plans, walk-throughs



<b>CELLA GOAL</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
2012 Current Percent of Students Proficient in <b>Listening/Speaking:</b>  26%	ESOL students are at different levels of language acquisition.	Provide opportunities for students to practice real-world listening and speaking activities.	Principal, Assistant Principal, ESOL teacher, classroom teachers of ESOL students
2012 Current Percent of Students Proficient in <b>Reading:</b>  46%	ESOL students can have weak phonological skills.	Students will receive explicit and systematic instruction on the phonological awareness continuum.	Principal, Assistant Principal, ESOL teacher, classroom teachers of ESOL students
2012 Current Percent of Students Proficient in <b>Writing:</b>  23%	ESOL students can be reluctant to write, and often writing is the last skill in which they attain proficiency.	Provide multiple opportunities for students to engage in writing activities that are real and important to them. Incorporate writing into the content areas with an emphasis on academic vocabulary.	Principal, Assistant Principal, ESOL teacher, classroom teachers of ESOL students

<b>1. Mathematics Goal(s):</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
<b>Anticipated Barrier(s):</b> 1.		
<b>Strategy(s):</b> 1.		

<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>Poor alignment of lessons to standards</b></li> <li><b>Students' needs must be identified</b></li> <li><b>Limited opportunities to teach math</b></li> <li><b>Students often do not retain math concepts and skills</b></li> <li><b>Students unaware of their current level of performance</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>Provide training on writing curriculum maps that focus on standards.</b></li> <li><b>Assign an Academic Coach/Title I teacher to 2<sup>nd</sup> – 6<sup>th</sup> grades to assist with data analysis and goal-setting.</b></li> <li><b>Data analysis from SuccessMaker Student Cumulative Reports to differentiate instruction.</b></li> <li><b>Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</b></li> <li><b>Teaching Math through Art (MARTH) and incorporating math skills in Music during activity.</b></li> <li><b>SuccessMaker Lab (31 site licenses) utilized by 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> grade students and teachers with supervision by Math Coach.</b></li> <li><b>Provide training on utilizing SuccessMaker reports and presentation mode to differentiate instruction.</b></li> <li><b>Use daily review flip charts in K – 2 to provide quick review of skills from Common Core.</b></li> <li><b>Utilize Learning Logs in K – 6 that focus on Exemplary Practices (summarizing, vocabulary in context, advance organizers and non-verbal representations)</b></li> <li><b>Continue analyzing data from FCAT 2.0 and web-based programs (e.g. vmathlive, Education City, FCAT Focus) to differentiate instruction.</b></li> <li><b>Continue to utilize pearsonsuccess.net to create formative assessments to check understanding and guide instruction.</b></li> <li><b>Model academic goal-setting for teachers and Academic Coaches meet with students to aid in setting goals.</b></li> <li><b>Steps 2 Success (intervention) for math provided second semester for students meeting proficiency in reading.</b></li> </ol>	<p>28% (95) of students in grades 3-6 scored at Level 3 on the 2012 Math FCAT.</p>	<p>38% (152) of students in grades 3-6 will score at Level 3 on the 2013 Math FCAT.</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics:</p> <p><b>Barrier(s):</b></p> <p><b>1. Students taking the FAA at Turner need to use manipulatives when learning math.</b></p> <p><b>Strategy(s):</b></p> <p><b>1. Teachers will use manipulatives to teach math concepts and skills.</b></p>	<p>0% (0) of students who took the FAA math test scored at Levels 4, 5, or 6 in 2012. 33% (2) scored lower.</p>	<p>17% (1) of students who will take the FAA math test will score at Levels 4, 5, or 6 in 2013.</p>

<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Mathematics</p> <p><b>Barrier(s):</b>  <b>a. Students' needs must be identified</b>  <b>b. Teachers need more knowledge of classroom management strategies to differentiate instruction</b></p> <p><b>Strategy(s):</b>  1. <b>Analysis of data from SuccessMaker, FCAT2.0, district required assessments, and formative assessments to determine individual students' mastery of concepts and skills.</b>  2. <b>Teachers and Academic Coaches maintain grade-level data notebook to use for decision making during RtI and Data Team meetings.</b>  3. <b>Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</b>  4. <b>Provide teachers with training on classroom management strategies through Fabulous 15 (twice monthly sharing sessions), Capturing Kids Hearts, collaborative team meetings and support from Academic Coaches.</b>  5. <b>Steps 2 Success (intervention/enrichment) provided in second semester for students meeting proficiency in reading.</b></p>	<p>14% (49) of students in grades 3-6 scored at Level 4 or 5 on the 2012 Math FCAT.</p>	<p>24% (96) of students in grades 3-6 will score at Level 4 or 5 on the 2013 Math FCAT.</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Mathematics</p> <p><b>Barrier(s):</b>  <b>1. Students taking the FAA at Turner need more experience with test-taking.</b>  <b>2. Students taking the FAA at Turner may benefit from encouragement from others in regular-ed classrooms.</b></p> <p><b>Strategy(s):</b>  <b>1. Students will be provided opportunities to practice for the FAA.</b>  <b>2. A regular-ed classroom will be assigned as an "FAA Buddy" to each classroom that has students who will take the FAA. The FAA Buddies will provide encouragement and small treats at the time the test is administered.</b></p>	<p>67% (4) of students who took the FAA math test scored at or above Level 7 in 2012.</p>	<p>83% (5) of students who will take the FAA math test will score at or above Level 7 in 2013.</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Mathematics</p> <p><b>Barrier(s):</b>  <b>1. Students taking the FAA at Turner often lose their focus when attending to a task.</b></p> <p><b>Strategy(s):</b>  <b>1. Teachers will address a variety of learning styles through the use of technology and hands-on activities.</b></p>	<p>50% (3) of students who took the FAA math test made learning gains in 2012. (1 took the test for the first time.)</p>	<p>67% (4) of students who will take the FAA math test will make learning gains in 2013. (2 will take the test for the first time.)</p>

<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Mathematics</p> <p><b>Barrier(s):</b>  <b>a. Students' needs must be identified</b>  <b>b. Teachers need more knowledge of classroom management strategies to differentiate instruction and provide more time on task</b></p> <p><b>Strategy(s):</b>  1. <b>Analysis of data from SuccessMaker, FCAT2.0, district required assessments, and formative assessments to determine individual students' mastery of concepts and skills.</b>  2. <b>Teachers and Academic Coaches maintain grade-level data notebook to use for decision making during RtI and Data Team meetings.</b>  3. <b>Teachers maintain a profile sheet with multiple data sources to provide an overview of class performance.</b>  4. <b>Provide teachers with training on classroom management strategies through Fabulous 15 (twice monthly sharing sessions), Capturing Kids Hearts, collaborative team meetings and support from Academic Coaches.</b>  5. <b>Assigned Academic Coach/Title I teachers work with identified students in small groups to reteach skills.</b></p>	<p>75% (47) of students in the lowest 25% in grades 4-6 made learning gains on the 2012 Math FCAT.</p>	<p>85% (54) of students in the lowest 25% in grades 4-6 will make learning gains on the 2013 Math FCAT.</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p><b>Barrier(s):</b>  <b>1. Students in the lowest 25% taking the FAA at Turner need to attend school on a regular basis.</b></p> <p><b>Strategy(s):</b>  <b>1. Teachers will schedule and share ahead of time motivating activities for day(s) of the week which students most often are absent in order to get them excited about coming to school.</b></p>	<p>50% (3) of students in the lowest 25% who took the FAA math test made learning gains in 2012. (1 took the test for the first time.)</p>	<p>67% (4) of students in the lowest 25% who will take the FAA math test will make learning gains in 2013. (2 will take the test for the first time.)</p>
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline Data 2010-11:</b></p>		
<p><b>Student subgroups by ethnicity :</b></p>	<p>White: 55% (87) White  Black: 70% (66) Black  Hispanic: 53% (32) Hispanic  Asian: 33% (2) Asian  American Indian: 100% (1) A.I.</p>	<p>??% (??) White  ??% (??) Black  ??% (??) Hispanic  ??% (?) Asian  ??% (?) A.I.</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Mathematics</b></p>	<p>50% (8) of ELL students scored below Level 3 on the 2012 Math FCAT.</p>	<p>40% (6) of ELL students will score below Level 3 on the 2013 Math FCAT.</p>

<b>Students with Disabilities</b> (SWD) not making satisfactory progress in Mathematics	81% (43) of SWD scored below Level 3 on the 2012 Math FCAT.	70% (52) of SWD will score below Level 3 on the 2013 Math FCAT.
<b>Economically Disadvantaged</b> Students not making satisfactory progress in Mathematics	60% (10) of ED students scored below Level 3 on the 2012 Math FCAT.	50% (140) of ED students will score below Level 3 on the 2013 Math FCAT.

## Mathematics Professional Development

<b>PD Content/Topic/Focus</b>	<b>Target Dates/Schedule</b>	<b>Strategy(s) for follow-up/monitoring</b>
SuccessMaker	September 11, 2012	SuccessMaker Student Cumulative Reports
Feb 15	August 2012-May 2013	Lesson plans, walk-throughs

<b>Writing</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>

<p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Students do not consistently use correct conventions in their writing.</li> <li>2. Lack of teacher modeling across grade-levels</li> <li>3. Limited time for writing instruction and practice</li> <li>4. Need for students to use precise and mature vocabulary in their writing</li> <li>5. Need for parent involvement</li> <li>6. Need to engage students in writing</li> <li>7. Needs of every student must be met</li> <li>8. Teachers need additional training in the area of writing.</li> <li>9. Students need experience with test-taking.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. a. Teachers will use lessons from Developing Sentence Imitation—district publication based on the use of mentor texts for grades 2-4.</li> <li>1. b. Revision and editing will be taught in context through the use of student papers.</li> <li>2. Teachers in grades VPK-6 will model writing in a variety of ways as appropriate to the grade-level; for example, morning message, review of day, expository, persuasive, and narrative essays.</li> <li>3. a. Teachers will incorporate writing during the 90-minute reading block as appropriate (e.g., rewrite the story from a different character’s perspective, act as a reporter and write an article stating facts from the text, etc.)</li> <li>3. b. Teachers will utilize Learning Logs in all content areas.</li> <li>4. Teachers will focus on teaching vocabulary in context in all subject areas.</li> <li>5. Provide opportunities for parents to attend meetings/workshops that will help them assist their children at home.</li> <li>6. Utilize 21<sup>st</sup> century technology such as PhotoStory and Pixie to create and publish digital books.</li> <li>7. a. Utilize district writing assessments and anchor papers as tools to score, conference with students, assist students with goal-setting, and to differentiate instruction.</li> <li>7. b. Provide opportunities outside of the school day for remediation and enrichment via “Saturday Survivors” FCAT writing for 4<sup>th</sup> grade students.</li> <li>8. a. Selected teachers in grades 3 and 4 attended Melissa Forney Writing workshop in July 2012.</li> </ol>		
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<p><b>8. b. Writing Coach will model lessons and work with teachers.</b>  <b>8. c. District Writing Teacher will meet with teachers in grade 4 to assist with planning.</b>  <b>9. Fourth-grade teachers will administer monthly writing tests in a "mock FCAT" format.</b></p>		
<p><b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing</p>	<p>78% (72) of students in grade 4 scored Level 3 or higher on FCAT Writes in 2012.</p>	<p>85% (90) of students in grade 4 will score Level 3 or higher on FCAT 2.0 Writing in 2013.</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing</p>	<p>100% (1) of students who took the FAA writing test in grade 4 scored Level 4 or higher in 2012.</p>	<p>100% (1) of students who will take the FAA writing test in grade 4 will score Level 4 or higher in 2013.</p>

<p><b>Science Goal(s) (Elementary and Middle)</b> <b>1.</b></p>	<p><b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b></p>	<p><b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b></p>

<p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>a. <b>Students often do not retain concepts from 3<sup>rd</sup> and 4<sup>th</sup> grades</b></li> <li>b. <b>Students often do not retain 5<sup>th</sup> grade concepts throughout the year</b></li> <li>c. <b>Students' needs must be identified</b></li> <li>d. <b>Students unaware of current level of performance</b></li> <li>e. <b>Students do not consistently choose non-fiction books for personal reading</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. <b>Fifth grade students participate in hands-on lab activities and lessons in the Science Lab focusing on 3<sup>rd</sup> and 4<sup>th</sup> grade tested standards.</b></li> <li>2. <b>In Science Lab Learning Logs, 5<sup>th</sup> grade students record objectives, take notes, and summarize lessons for later review.</b></li> <li>3. <b>Conference with 5<sup>th</sup> grade students every nine weeks to set goals for summative assessments and model goal-setting for other grade level teachers.</b></li> <li>4. <b>Continue modeling lessons in the Science Lab for 5<sup>th</sup> grade teachers that demonstrate the Learning Cycle format (Hook, Model, Practice, and Perform) and invite additional teachers to observe.</b></li> <li>5. <b>Continue to use Learning Logs for Science in all grade levels.</b></li> <li>6. <b>Provide students with multiple opportunities to read non-fiction self-selected text (e.g. NatGeo Explorer magazines , Capstone Interactive Library, library books), set goals for non-fiction reading, provide explicit instruction in reading non-fiction and monitor their progress through Accelerated Reader data and district required assessments.</b></li> </ol>		
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Students scoring at Achievement level 3 in Science:	43% (29) of students in grade 5 scored at Level 3 on the 2012 Science FCAT.	50% (48) of students in grade 5 will score at Level 3 on the 2013 Science FCAT.
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science	0% (0) of students who took the FAA science test scored Level 4, 5, or 6 in 2012. 100% (2) scored higher.	0% (0) of students who will take the FAA science test will score Level 4, 5, or 6 in 2013. 100% (1) will score higher.
Students scoring at or above Achievement Levels 4 and 5 in Science:	13% (9) of students in grade 5 scored at Level 4 or 5 on the 2012 Science FCAT.	15% (14) of students in grade 5 will score at Level 4 or 5 on the 2013 Science FCAT.
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Science	100% (2) of students who took the FAA science test scored Level 7 or higher in 2012.	100% (1) of students who will take the FAA science test will score Level 7 or higher in 2013.

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<b>Barrier(s):</b>		
<b>Strategy(s):</b> 1.		
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science		
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Science		

<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p style="text-align: right;"><b>White:</b></p> <p style="text-align: right;"><b>Black:</b></p> <p style="text-align: right;"><b>Hispanic:</b></p> <p style="text-align: right;"><b>Asian:</b></p> <p style="text-align: right;"><b>American Indian:</b></p>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Algebra		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Algebra		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Algebra		

## APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

<b>Algebra 1 EOC Goal</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
<b>Barrier(s):</b>  <b>Strategy(s):</b> <b>1.</b>		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
<b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11</b>		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  <p style="text-align: right;"><b>White:</b></p> <p style="text-align: right;"><b>Black:</b></p> <p style="text-align: right;"><b>Hispanic:</b></p>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Algebra		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Algebra		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Algebra		

<b>Geometry EOC Goal</b>	<b>2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
<b>Barrier(s):</b> <b>Strategy(s):</b> <b>1.</b>		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
<b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11</b>		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  <p style="text-align: right;"><b>White:</b> <b>Black:</b> <b>Hispanic:</b></p>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Geometry		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Geometry		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Geometry		

<b>Biology EOC Goal</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

<b>Civics EOC</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

<b>U.S. History EOC</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

<b>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

<b>Career and Technical Education (CTE) Goal(s)</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

## APPENDIX C

### (TITLE 1 SCHOOLS ONLY)

#### **Highly Effective Teachers**

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Pair new teachers with veteran mentor teachers	Principal, Assistant Principal, CET-trained teachers or National Board Certified Teacher (NBCT)	On-going
2. Provide a wide variety of Professional Development opportunities	Principal, Assistant Principal, Academic Coaches, teachers	On-going
3. Utilize district curriculum experts as needed	Principal, Assistant Principal, Academic Coaches, district resource teachers	On-going
4. All teachers are encouraged to obtain advanced degrees in education. Teachers working toward advanced degrees are provided many opportunities to shadow mentors and are encouraged to participate in leadership opportunities.	Principal, Assistant Principal	On-going
5. Teachers are encouraged to participate in the CET program and help train college interns.	Principal, Assistant Principal	On-going
6. Teachers are encouraged to apply for and work toward National Board certification. NBCT teachers provide support to all teachers who are working toward NBCT.	Principal, Assistant Principal	On-going

#### **Non-Highly Effective Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are</b>	<b>Provide the strategies that are being</b>
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<b>teaching out-of-field/and who are not highly effective</b>	<b>implemented to support the staff in becoming highly effective</b>
12 (46%) teachers are out-of-field in ESOL.	<ol style="list-style-type: none"> <li>1. Turner’s Assistant Principal and ESOL contact shares information with faculty/staff regarding certification, including class schedules and testing options.</li> <li>2. District will reimburse the cost of the ESOL test after teacher passes (option available after two classes are taken).</li> <li>3. District will pay for teacher to have ESOL added to teaching certificate.</li> </ol>

***For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.***

<p><b>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI</b> (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)</p> <p>Turner’s MTSS Leadership Team is comprised of the principal, assistant principal, school psychologist, guidance counselors, speech/language pathologists, exceptional education teachers, and the reading, math, science, and writing coaches. Monthly Data Team and RtI meetings are conducted during teachers’ planning time. Teachers are able to discuss about whom they have concerns. Members of the teacher’s grade-level team and the RtI team listen to these concerns, offer ideas for interventions, and prepare for necessary documentation regarding the teacher’s concerns. The teacher and the team then monitor student progress, and adjustments are made as needed. If interventions are not successful based on the time limit set by the team, the student is then referred to the Individual Problem Solving Team (IPST). Members of the RtI team collaborated to help develop the SIP. They also help to ensure that the SIP is implemented with fidelity.</p> <p>A3 Vision and Desktop Student Data System (DSDS) will be used to collect and track data. “Tiger Talk” meetings and orange folders will be used to summarize document data and facilitate the problem-solving process through RtI. Turner has fully implemented processes and procedures for monthly RtI and Data Team meetings. The district RtI coach is consulted on an “as needed” basis relevant to RtI and IPST problem-solving protocols. On-going meetings between the reading coach, district RtI coach, guidance counselors, staffing specialist, and school psychologist ensure that problem identification, problem analysis, and intervention design respond to student needs on a timely basis.</p>
<p><b>PARENT INVOLVEMENT:</b> (see Turner’s Parent Involvement Plan)</p>
<p><b>ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)</b></p> <p>Turner’s attendance rate for 2011-2012 was 95.24. Our expected attendance rate for the 2012-2013 is 95% or above. In 2011-2012, there were 129 students with excessive absences and 112 students with excessive tardies. In 2012-2013, Turner’s number of students with excessive absences will be reduced by 25% to 97, and the number of students with excessive tardies will be reduced by 25% to 84.</p> <p>In order to maintain our high attendance rate and reduce our number of students having excessive absences and tardies, we will use several strategies. The attendance policy has been provided to all parents, and reminders are published periodically in the school newsletter. Our school clerk monitors attendance/tardies and shares the reports with administrators. The data is analyzed to identify patterns. Phone calls are made if necessary by administrators and teachers. In addition, a SynerVoice message is sent out to all absent students on a daily basis. A letter is sent to parents of students who are absent for four days. Truant officers are notified regarding truant students.</p> <p>To encourage students to come to school, we recognize students with perfect attendance (no tardies) at our awards ceremonies. Also, special events are scheduled for Fridays.</p>



**SUSPENSION:**

Turner's total number of in-school suspensions for the 2011-2012 school year was 57. Our total number of out-of-school suspensions was 27. Turner's number of in-school suspensions is expected to be reduced by 25% to 43. Our number of out-of-school suspensions is also expected to be reduced by 25% to 20.

Turner has in place a variety of strategies to help achieve our suspension goals. Parents are encouraged to access the district's parent handbook online so that they understand the policies. During the first two weeks of school, teachers communicate with parents regarding positive behaviors that their child has demonstrated. Bi-weekly Character Education classes are provided for students in K-6 during the activity rotation. An on-site social worker is also available to work with students and parents. She provides group counseling for students based on specific needs (e.g., anger, loss loved ones, divorce, etc.). For students who do not respond to the school-wide behavior plan, teachers work with the RtI team to develop behavior plans.

To encourage positive behavior, we recognize deserving students with Character awards at our awards ceremonies. Daytime and evening events (e.g., musical performances, talent show) are scheduled to promote positive student involvement in extracurricular activities. Turner also encourages students in grades 4-6 to qualify for the Elementary National Honor Society, which emphasizes excellent behavior along with academics.

**DROP-OUT (High Schools only):**

**POSTSECONDARY READINESS:** (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)