FLORIDA DEPARTMENT OF EDUCATION

2012-2013

DeSoto Elementary

School Improvement Plan (SIP)

PART I: SCHOOL INFORMATION

School Name: DeSoto Elementary	**District Name:** Hillsborough
Principal: Gilda Garcia	**Superintendent:** MaryEllen Elia
SAC Chair: Michelle Linford	**Date of School Board Approval:** Pending school board approval

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Gilda Garcia	MA-Ed. Leadership BA-K-6 Principal Certification ESOL	9	9 Principal 10 AP	11/12: B 10/11: A, 85% AYP 09/10: B, 85% AYP 08/09: A, 100% AYP
Assistant Principal	Matthew Hoff	MA-Ed. Leadership BA – Criminology ESOL/Reading Endorsement	1	1 AP	11/12: B 10/11: A, 69% AYP 09/10: C, 72% AYP 08/09: C, 79% AYP

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)
Reading	Sabrina Ruiz	BA – Elem Ed Elem Ed K-6	2	2	11/12: B 10/11: A, 95% AYP 09/10: B, 79% AYP 08/09: A, 97% AYP
Science	Kristy Trippany	MS-Elem. Ed Elem. Ed K-6	3	3	11/12: B 10/11: B, 85% AYP 09/10: D, <85 %AYP 08/09: C, <85%AYP
Writing	Sherri Alvarez	BA Elem. Ed Elem. Ed. K-6	8	4	11/12: B (96% 3 or higher on FCAT Writes) 10/11: B, 85% AYP 09/10: B, 85% AYP (100% scored 3, FCAT writes 08/09: A, 100% AYP (91% scored 3.5+)
Math	Kristy Trippany	MS-Elem. Ed Elem. Ed k-6	3	3	11/12: B 10/11: B, 85% AYP 09/10: D, <85 %AYP 08/09: C, <85%AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
Teachers • 3 teachers out of field due to ESOL requirements only.	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers 2 times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
29	10% (3)	34% (10)	41% (12)	15% (4)	41% (12)	100% (29)	0% (0)	5% (17)	66% (19)

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
X. Davis ***(District EET Mentor)***	Sadie Wynne Chris Chillura K.C. Drake	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Sherri Alvarez – Writing Resource ***(school-based mentor)***	Richard Munkwitz	Ms. Alvarez has over 10 years experience and is the PLC facilitator for her subject area and fourth grade.	Bi-weekly co-planning in PLCs. On-going co-planning, modeling of lessons and observation with feedback.
Michelle Linford – Academic Intervention Specialist ***(school based mentor)***	Phyllis Sims	Ms. Linford has over 15 years experience and is the PLC facilitator for Kindergarten and first grade.	Bi-weekly co-planning in PLCs. On-going co-planning, modeling of lessons and observation with feedback.

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 professional development, content resource teachers, and mentors.
Title I, Part C- Migrant

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

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

School-Based MTSS/RtI Team
Identify the school-based ***MTSS*** Leadership Team. ***Elementary*** The leadership team includes: • Principal • Assistant Principal/ELP Coordinator • Guidance Counselor • School Psychologist • Social Worker • Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) • ESE teacher or representative • Representatives from the PLCs for each grade level, K-5 • SAC Chair • ELL Representative • Attendance Committee Representative (Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)
Describe how the school-based ***MTSS*** Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate ***MTSS*** efforts? ***Elementary*** ***The purpose of the core Leadership Team is to:*** ***1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.*** ***2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.*** ***3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.*** ***4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.*** The ***Leadership team meets weekly. Specific responsibilities include:*** • Oversee the multi-layered model of ***instructional*** delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) • Create, manage and update the school resource map • ***Ensure the master schedule incorporates allocated time for intervention support at all grade levels.*** • Determine scheduling needs***, and assist teacher teams in identifying research-based instructional*** materials and intervention resources ***at Tiers2/3*** • Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school) that provide intervention support to students identified

through data sorts/chats conducted by the PLCs.

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection ***(e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)***
- ***Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)***
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - ***Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding*** (data will be collected ***and analyzed*** by PLCs and ***reported to the Leadership Team/PSLT)***
  - ***Use of Common Core Assessments by teachers teaching the same grade/subject area/course*** (data will be collected ***and analyzed*** by PLCs ***and reported to the Leadership Team***/PSLT)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. ***(as outlined in our SIP)***
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- ***On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.***
- ***Support the*** planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs ***and Specialty PSLT.***
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate 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).

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

Elementary

- 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?***

MTSS 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.

Elementary

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability Reading/Math/Science Form A, Monthly Writes	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Reading/Math/Science Form B, Monthly Writes	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach/Reading PLC Facilitator

CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs Weekly Achievement Team Meeting Minutes	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher/Reading Coach
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

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	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs(I-Station , Success Maker, FCAT Explorer)	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on ***MTSS***.

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

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

Describe plan to support ***MTSS.***

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). The ***Literacy*** Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • Assistant Principal for Curriculum • Reading Coach • Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains • Language Arts Subject Area Leaders
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 ***goals and strategies identified*** on the SIP. The Reading Coach is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the 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 goals/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) • Implementation of the K-12 Reading Plan

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 ***two*** measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms ***Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.*** This assessment ***will be*** administered at the start and end of the VPK program. A copy of these assessments ***will be*** mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities ***from the first day of school***. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5). Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 41% to 44%.	2012 Current Level of Performance: **41%**	2013 Expected Level of Performance: **44%**	1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. **Common Core Reading Strategy Across all Content Areas** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs - -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

		1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.2. **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.2. Who -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders How -Reading PLC Logs -Language Arts PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
		1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.3. **Common Core Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based	1.3. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading Logs -Language Arts Logs -PLCS turn their logs into	1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the	1.3 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention

			class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	checks)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 21% to 24%.	2012 Current Level of Performance: **21%** 2013 Expected Level of Performance: **24%**	2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. **Strategy** Student achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 61 points to 63points.	2012 Current Level of Performance:* **61 points**	2013 Expected Level of Performance:* **63 points**					
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Student achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons.	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.	3.2. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			-Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/content area PLCs.	Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	-PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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 61points to 63 points.	2012 Current Level of Performance:* **61 points**	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection,	4.1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
	2013 Expected Level of Performance:* **63 points**					

				development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
		4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the	4.2 <u>Strategy</u> Students' reading comprehension improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **<u>Action Steps</u>** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the	4.2 <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*

<table>
<tr><td colspan="2"></td><td>instruction received during ELP.
-Minimal communication between regular and ELP teachers.</td><td>mastery level.
-Students attend ELP sessions.
-Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.
-When the students have mastered the specific skill, they are exited from the ELP program.</td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2">Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</td><td>Anticipated Barrier</td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2">Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="2">5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.
<u>Reading Goal #5:</u></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2">5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</td><td>5A.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>5A.1.
See Goals 1, 3, & 4</td><td>5A.1.</td><td>5A.1.</td><td colspan="2">5A.1.</td></tr>
<tr><td rowspan="2"><u>Reading Goal #5A:</u>

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from % to %.

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _35__% to _42___%.</td><td><u>2012 Current Level of Performance</u>
White:
Black:35
Hispanic:45
Asian:
American Indian:</td><td><u>2013 Expected Level of Performance:*</u>
White:
Black:42
Hispanic:51
Asian:
American Indian:</td><td colspan="5"></td></tr>
<tr><td colspan="2"></td><td>5A.2.</td><td>5A.2</td><td>5A.2</td><td>5A.2</td><td colspan="2">5A.2</td></tr>
</table>

		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B: The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _41% to 47%.	2012 Current Level of Performance **41**	5B.1.	5B.1. See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.
	2013 Expected Level of Performance **47**					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __35% to 42%.	2012 Current Level of Performance: **35%**	5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of CALLA is not consistent across core	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy across Reading, Language Arts, Math, Social Studies and Science. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.	5C.1 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
	2013 Expected Level of Performance: **42%**					

			courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.		-PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
			5C.2. -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **<u>Action Steps</u>** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using	5C.2. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the CRISS walkthrough form	5C.2 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to	5C.2 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

		regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content and district assessments across** Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.3 Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 During the Grading Period -Core curriculum end of core common unit/ segment tests

		5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction	5C.4 Who -School based Administrators -ESOL Resource Teachers -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	5C.4 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	5C.4 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

			binders.			
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _24 % to 32%.	2012 Current Level of Performance: **24%**	2013 Expected Level of Performance: **32%**	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level.	5D.2. **Strategy/Task** SWD student achievement improves through **teachers' implementation of the Plan-Do-Check-Act model** in order to plan/carry out lessons/assessments with appropriate strategies and modifications. **Actions**	5D.2 Who -School based Administrators -PLC Facilitators How PLC logs (with specific SWD information) for like	5D.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to	5D.2 -FAIR During the Grading Period -Core curriculum end of core

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

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	3-5	-Subject Area Leaders -Course specific	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders

		PLC Facilitators -Reading Coach				
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students 3-5	Grades 3-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension 3-5	Grades 3-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning 3-5	Grades 3-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
IEP Training	3-5	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	3-5	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	3-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

PART II: EXPECTED IMPROVEMENTS

Elementary Mathematics Goals

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5). Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 35%.	2012 Current Level of Performance **32%**	2013 Expected Level of Performance **35%**	1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1 **Strategy** Students' math achievements improves through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1 Who - Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order	**1.2** **Strategy/Task** Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking	Who -Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher How Monitored	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data	1.1 2x per year District Baseline and Mid-Year Testing Semester Exams

		questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** During the lessons, **teachers**: -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches.	-PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)

<table>
<tr><td colspan="2" rowspan="2"></td><td></td><td>-Scaffold questions to help students with incorrect answers.
-Engage all students in the discussion and ensure that all voices are heard.

<u>During the lessons, students:</u>
-Have opportunities to formulate many of the high-level questions based on the text/content.
-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).

<u>School Leadership</u>
-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.
-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).</td><td></td><td></td><td></td></tr>
<tr><td>1.3.</td><td>1.3.</td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td></td><td></td></tr>
<tr><td colspan="3" rowspan="4">2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.

Mathematics Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 10% to 12%.</td><td>2.1.</td><td>2.1.
See Goals 1, 3 & 4</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td><u>2012 Current Level of Performance</u></td><td><u>2013 Expected Level of Performance:</u></td><td></td><td></td><td></td></tr>
<tr><td>10%</td><td>12%</td><td></td><td></td><td></td></tr>
<tr><td></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
</table>

		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. **Strategy** Students' math achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act model** and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 54 points to 56 points.	2012 Current Level of Performance:* **54 points**					
	2013 Expected Level of Performance:* **56 points**					
		3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the	3.2. **Strategy/Task** Students' math achievement improves when teachers use on-going student data	3.2. Who -Principal -AP -Instruction Coaches	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future	3.2. 2x per year District Baseline and Mid-Year Testing

		lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/content area PLCs.	-Subject Area Leaders -PLC facilitators of like grades and/or like courses How	instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: / 2012 Current Level of Performance / 2013 Expected Level of Performance:		4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to	4.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through **teachers' collaboration with the**	4.1. Who Administration How -Review of coach's log	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching,	4.1. 2x per year District Baseline and Mid-Year Testing

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 43 points to 50points.	**43 points**	**50 points**	accept support from the coach.	**academic coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach	-Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	modeling, de-debriefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.	Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)

				meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2 Strategy Students' math achievement improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.2 Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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: **Data for this goal can be found**			**Information on how to fill out this row is forthcoming from the state.**				

<table>
<tr><td colspan="2">on The Office of Assessment's SIP Evaluation and Development Report</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2">5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics
<u>Reading Goal #5A:</u>

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ____%.

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _19__% to __27__%.

<u>2012 Current Level of Performance:</u>
White:
Black:19
Hispanic:45
Asian:
American Indian:

<u>2013 Expected Level of Performance:</u>
White:
Black:27
Hispanic: 51
Asian:
American Indian:</td><td>5A.1.</td><td>5A.1.
See goals 1, 3 & 4</td><td>5A.1.</td><td>5A.1.</td><td>5A.1.</td></tr>
<tr><td>5A.2.</td><td>5A.2.</td><td>5A.2.</td><td>5A.2.</td><td>5A.2.</td></tr>
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<tr><td colspan="2">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2">5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td></tr>
</table>

Mathematics Goal #5B: The percentage of EDstudents scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _35__% to __42__%.	2012 Current Level of Performance: **35**	2013 Expected Level of Performance: **42**		**NA**			
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _38__% to _44___%.	2012 Current Level of Performance: **38**	2013 Expected Level of Performance: **44**	5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy in math. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)

			walk-through.	ELLs compared to the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.		towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
			5C.2. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons. - ERT models lessons using A+ Rise Strategies for ELLs. - ERT observes content area teachers using A+Rise and provides feedback, coaching and support. - District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise Strategies for ELLs.	5C.2. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level	5C.2 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

					-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.3 -Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content** and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.3 Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.3 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests
		5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in math through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model to structure their way of work for ELL students.** Action Steps -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and	5C.4 Who -School based Administrators -ESOL Resource Teachers -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	5C.4 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher	5C.4 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment

			A+ Rise) in order to integrate them into the math lessons. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in math. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA, A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs. -PLCs math teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.		data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	tests with data aggregated for ELL performance
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __24_% to	2012 Current Level of Performance: **24**	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the **effective and consistent implementation of students' IEP goals**, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively	5D.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD	5D.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of
	2013 Expected Level of Performance: **32**					

__32__%.				implement IEP/SWD strategies and modifications into lessons.		SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	unit)
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. **<u>Strategy/Task</u>** SWD student achievement improves through teachers' implementation of the **Plan-Do-Check-Act model** in order to plan/carry out lessons/assessments with appropriate strategies and modifications. **<u>Actions</u>** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to	5D.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.

			maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD student going to do during the lesson to maximize learning? ***Reflect on the "Do"/Analyze Checks for Understanding and Student Work <u>during</u> the unit.*** For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this			

			occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?			
		5D.3	5D.3			

PART II: EXPECTED IMPROVEMENTS

Elementary 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science. Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 41% to 43%.	2012 Current Level of Performance: **41%**	2013 Expected Level of Performance **43%**	1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1 **Strategy** Students' science skills will improve through participation in the **5E instructional model.** **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 Who Principal APC Science Coach (where available) Science SAL How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)

		1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details *Within PLCs:* -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate _____ times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.	1.2 Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
		1.3	1.3	1.3	1.3	1.3

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

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 **Strategy** Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least _____ times per nine weeks. **Action Steps** ***Professional Development*** -The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model. -Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. ***In PLCs/Department*** -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons. ***During the lessons, teachers:*** -Guide students through text without reading or explaining the meaning of the text using the	2.1 Who Principal AP Science Coach Reading Coach Reading Leadership Team CCLS Science Team Science SAL/DH How Monitored Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.	Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and pre-EOC administration Semester Exams During the Grading Period -mini-assessments -unit assessments
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 3% to 5%.	2012 Current Level of Performance **3%**	2013Expected Level of Performance: **5%**					

				following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of the text. ***During the lessons, students:*** -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry and the 5E Instructional Model	Grades 3-5	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 3-5	Reading Coach Science SAL Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

PART II: EXPECTED IMPROVEMENTS

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level <u>3.0</u> or higher in writing.			-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**<u>Strategy</u>** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on Mode, Craft and Elaboration **<u>Action Steps</u>** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) ***<u>Plan:</u>*** -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students ***<u>Do:</u>*** -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing	<u>Who</u> Principal APC SAL District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) <u>How Monitored</u> -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
<u>Writing/LA Goal #1:</u> The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 96% to 97%.	<u>2012 Current Level of Performance:</u> **96**	<u>2013 Expected Level of Performance:</u> **97%**					

				Check: Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			
			1.2. -Improve the teaching of reading skills of Language Arts teachers.	1.2 **Strategy** **Students' reading, writing, language, and listening /speaking skills improves through engagement in Focus, Quality and Control** **Action Steps** ***Within PLCs*** Before the unit -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use	1.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level	1.2. During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. -Discuss the student's curriculum checklist. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels. <u>During the unit</u> -Determine: --What is working? --Is there a need to enrich the instruction? How? --What isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/SWD being met? --How can civics be added into instruction? --Is there a need for a demonstration classroom and/or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding. -Discuss effective student placement (If plausible discuss how classroom environmen might help a student that is struggling in a class. Could a change of class period or teacher help?) -Plan strategies to differentiate. -Plan higher order thinking questions. -Discuss portfolio implementation (Success/Barriers). -Discuss baseline date/data from anchor activities/data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists. <u>During the assessment</u> -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges.	-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	

			<u>After the assessment</u> Participate in an assessment Norming session (Data to be discussed after EAs are all scored). <u>After all assessments have been scored</u> -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios. -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. -Recognize successes and celebrate. ***In the classroom*** <u>During the lessons, **teachers**:</u> -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction. -Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson and after the assessment to inform instruction. <u>During the lessons, students:</u> -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment. -Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson			

			goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. After the lessons, **teachers**: -Post exemplars of student work. -Self reflect on lessons.			
		1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.3. **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.3. During the Grading Period Common assessments (pre, post, mid, section, end of unit)

Writing/Language Arts Professional Development

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

PART II: EXPECTED IMPROVEMENTS

Attendance Goal(s)

<table>
<tr><th colspan="3">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="3">Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Attendance</td><td>1.1
-Attendance committee needs to meet on a regular basis throughout the school year.
-Need support in building and maintain the student database.</td><td>1.1
<u>Tier 1</u>
The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.</td><td>1.1
Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</td><td>1.1
Attendance committee will monitor the attendance data from the targeted group of students.</td><td>1.1
Instructional Planning Tool Attendance/Tardy data
Ed Connect</td></tr>
<tr><td rowspan="8"><u>Attendance Goal #1:</u>

1. The attendance rate will increase from 95.8% in 2011-2012 to 96% in 2012-2013.

2. The attendance rate will increase from 95.8% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease by 10%

3.T he number of students who have 10 or more <u>unexcused</u> tardies to school throughout the school year will decrease by 10%.</td><td><u>2012 Current Attendance Rate:*</u></td><td><u>2013 Expected Attendance Rate:*</u></td><td rowspan="8"></td><td rowspan="8"></td><td rowspan="8"></td><td rowspan="8"></td><td rowspan="8"></td></tr>
<tr><td>95.80 %</td><td>96%</td></tr>
<tr><td><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></td><td><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></td></tr>
<tr><td>15</td><td>13</td></tr>
<tr><td><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></td><td><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></td></tr>
<tr><td>36</td><td>32</td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td>1.2
-Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis.</td><td>1.2
<u>Tier 1</u>
All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.</td><td>1.2
Assistant Principal/Team leaders/ Department Heads will monitor Edline</td><td>1.2
Principal will use Edline reports to evaluate teachers adherence to policy</td><td>1.2
Edline Reports</td></tr>
<tr><td colspan="2"></td><td>1.3</td><td>1.3</td><td>1.3</td><td>1.3</td><td>Instructional Planning</td></tr>
</table>

		There is no system to reinforce parents for facilitating improvement in attendance.	**Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	Social Worker Guidance Counselor PSLT	The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Tool Attendance/Tardy data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	3-5	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Tier 1 -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these	1.1 Who -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	2012 Total Number of In –School Suspensions **0**	2013 Expected Number of In- School Suspensions **0**					

2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School **0** 2012 Number of Out-of-School Suspensions **7** 2012 Total Number of Students Suspended Out- of- School **5**	2013 Expected Number of Students Suspended In -School 2013 Expected Number of Out-of-School Suspensions **6** 2013 Expected Number of Students Suspended Out- of-School **4**		through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conscious Discipline	K-5	Trained Personnel	School-wide	Monthly on Early Release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

CHAMPS	k-5	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

Dropout Prevention Goal(s)

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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.
NA	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

Health and Fitness Goal(s)

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1. Additional Goal Additional Goal #1:							
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from __56__% on the Pretest to __66___% on the Posttest. *Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.*	2012 Current Level : 56%	2013 Expected Level : 66%					
				2. Health and physical activity initiatives developed and implemented by the Principal's designee.	**2.** Principal's designee.	**2.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
				3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	**3.** Physical Education Teacher	**3.** Classroom walk-throughs Class schedules	**3.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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)

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1. Additional Goal Additional Goal #1:			1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
The percentage of teachers who strongly agree with the indicator that "Teachers that I work with deliver lessons that consistently include higher order thinking skills(under Teaching and Learning)" will increase from 81% in 2012 to 83% in 2013.	2012 Current Level : 81%	2013 Expected Level : 83%					
			1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 Who Leadership team How Leadership team aggregates the data	1.2 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.2 PLC Survey materials from Teams to Teach (Anne Jolly)

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
PLCs						
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

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

Reading Florida Alternate Assessment Goals

<table>
<tr><td colspan="3">A. Florida Alternate Assessment:
Students scoring proficient/satisfactory performance in reading (Levels 4-9).</td><td>A.1.</td><td>A.1.
See Reading Goal 5d</td><td>A.1.</td><td>A.1.</td><td>A.1.</td></tr>
<tr><td rowspan="3">Reading Goal A:

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</td><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2"></td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td></tr>
<tr><td colspan="2"></td><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td></tr>
<tr><td colspan="3">B. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.</td><td>B.1.</td><td>B.1.
See Reading Goal 5d</td><td>B.1.</td><td>B.1.</td><td>B.1.</td></tr>
<tr><td rowspan="3">Reading Goal B:

The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</td><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2"></td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td></tr>
<tr><td colspan="2"></td><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td></tr>
</table>

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. Students scoring proficient/satisfactory performance in Listening/Speaking.		1.1.	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from __39__% to _41___%.	2012 Current Percent of Students Proficient in Listening/Speaking: **39**					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
D. Students scoring proficient/satisfactory performance in Reading.		2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from _27___% to _31___%.	2012 Current Percent of Students Proficient in Reading : **27**					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Students scoring proficient/satisfactory performance in Writing.		2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from _18___% to _21___%.	2012 Current Percent of Students Proficient in Writing : **18**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

Math Florida Alternate Assessment Goals

<table>
<tr><th colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">F. Florida Alternate Assessment:
Students scoring at in mathematics (Levels 4-9).</td><td>F.1.</td><td>F.1.
See Math Goal 5d</td><td>F.1.</td><td>F.1.</td><td>F.1.</td></tr>
<tr><td>Mathematics Goal F:

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</td><td>2012 Current Level of Performance
N/A</td><td>2013 Expected Level of Performance
N/A</td><td colspan="5" rowspan="3"></td></tr>
<tr><td colspan="2"></td><td>F.2.</td><td>F.2.</td><td>F.2.</td><td>F.2.</td><td>F.2.</td></tr>
<tr><td colspan="2"></td><td>F.3.</td><td>F.3.</td><td>F.3.</td><td>F.3.</td><td>F.3.</td></tr>
<tr><td colspan="3">G. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.</td><td>G.1.</td><td>G.1.
See Math Goal 5d</td><td>G.1.</td><td>G.1.</td><td>G.1.</td></tr>
<tr><td>Mathematics Goal G:

The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</td><td>2012 Current Level of Performance:
N/A</td><td>2013 Expected Level of Performance
N/A</td><td colspan="5" rowspan="2"></td></tr>
<tr><td colspan="2"></td><td>G.2.</td><td>G.2.</td><td>G.2.</td><td>G.2.</td><td>G.2.</td></tr>
</table>

		G.3.	G.3.	G.3.	G.3.	G.3.

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

Science Florida Alternate Assessment Goal

Elementary and Middle 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.	J.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	J.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	J.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance: **N/A**	2013 Expected Level of Performance: **N/A**					

		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.	M.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	M.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	M.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	On-going writing prompts and assessments
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance: **N/A**	2013 Expected Level of Performance: **N/A**					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	3-5	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Integration of Career Opportunities in core academic areas.	1.1. Limited curriculum	1.1. Involve media specialist and Guidance Counselor to help align on-line learning into core curriculum	1.1. Core Teachers Guidance Counselor Media Specialist	1.1. Teacher Lesson Plans	1.1. Logging number of Career Opportunity activities in core curriculum. Share data with teachers.
	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

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
Reading Goal · 1		$491.40	
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 41% to 44%.	National Geographic Periodicals		

Final Amount Spent			