FLORIDA DEPARTMENT OF EDUCATION

Mabry Elementary

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mabry Elementary	District Name: Hillsborough County
Principal: Sherri Frick	Superintendent: MaryEllen Elia
SAC Chair: Angela Maurer	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Sherri Frick	MS. Educational Leadership/ Admin. School Principal Elem. Ed./ Educational Leadership/ Elementary Ed/Primary Ed	1	8	11/12 : A 10/11: A 92% AYP 09/10: A 92% AYP
Assistant Principal	Skylaar Guyer	MS. Educational Leadership Certified Elementary	0		

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	Jennifer Widstrand	BS- Elementary Ed./ Gifted Certified/ESOL endorsed.	1	1	11/12 A Mabry Elementary 10/11 D 82% AYP Oak Park Elementary 09/10 C 87% AYP Oak Park Elementary

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	

6. School-based teacher recognition system	Principal	ongoing	
7. Opportunities for teacher leadership	Principal	ongoing	
8. 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 (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
8 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** • Preparing and taking the certification exam • Completing classes need for certification • Discussion of what teachers learned during the observation(s) **Grade Level PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	2.9% (2)	20.5% (14)	42.6% (29)	33.8% (23)	36.7% (25)	88.2% (60)	1.4% (1)	11.7% (8)	58.8% (40)

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
Kristin Stanley	Jason Canosa~2nd year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly Meetings Professional development
Kristin Stanley	Kate Velinsky~2nd year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly Meetings Professional development
Kristin Stanley	Fiorella Tangherlini~1st year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly Meetings Professional development
Kathy Partin	Pricilla Porter~2nd year teacher	School-based mentor	Planning and PCL

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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless

Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. • Principal • Assistant Principal • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • ESE Specialist
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the 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
- 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/Middle/High

- 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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Contact/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative/AP
Teachers' common core curriculum assessments on units of instruction/big ideas.	PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel easyCBM progress monitoring, Running Records, Istation reports & lesson follow-up	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR	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	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

The RtI Area 1 facilitator will come train the PS/RtI team on the MTSS process. The RtI Area 1 facilitator will then come and meet with each grade level PLC to review the MTSS process.

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
- Reading Teachers
- Media Specialist
- 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
- ESE Specialist
- Guidance Counselor

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 principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven 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? Making sure there are ample resources and rigor across all grade levels. Overseeing the implementation of the Core Standards.

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.

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

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

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. 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 -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies 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. 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)
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 85% to 86%.	2012 Current Level of Performance:* **85%**	2013 Expected Level of Performance:* **86%**					
			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	1.2. Who -Principal -AP -Reading Coach How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -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.	1.2. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

			(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. <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	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.	Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		1.3.-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.3 .Common Core Reading Strategy Across all Content Areas Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. All content area teachers are responsible for implementation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -Reading Logs -Language Arts Logs -Social Studies Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the	1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -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.	1.3. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

					progress of strategy implementation.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.	2.1.
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 64% to 66%.	2012 Current Level of Performance:* **64%**	2013 Expected Level of Performance:* **66%**					
			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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. -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?	3.1. Who -Principal -AP -Reading Coach -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	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, 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 75 points.	2012 Current Level of Performance:* **61 Points**	2013 Expected Level of Performance:* **75 Points**					

				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.	data of PLC visits with staff on a monthly basis.		
			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. -Teachers use student data to identify successful DI techniques for future implementation.	3.2. Who -Principal -AP -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator shares data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. 3x per year FAIR 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.							
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 61 points to 75 points.	2012 Current Level of Performance:* **61 Points**	2013 Expected Level of Performance:* **75 Points**	4.1. -Scheduling time for the principal to meet with the reading coach on a regular basis. -Teachers' willingness to accept support from the coach.	4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the reading coach in all content areas. Actions/Details Reading Coach -The reading coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading 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	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)

				data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. <u>Leadership Team and Coach</u> -The reading coach meets with the principal to map out a high-level summary plan of action for the school year. -Every two weeks, the reading coach meets with the principal 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. <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 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. <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.)
			4.3	4.3.	4.3.	4.3.	4.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 87% to 88%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%.	2012 Current Level of Performance:* White: 87% Black: 20% Hispanic:86% Asian:NA American Indian:NA	2013 Expected Level of Performance:* White: 88% Black: 28% Hispanic:87% Asian:NA American Indian:	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.	
			5A.2.	5A.2	5A.2	5A.2	5A.2	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1.	5B.1. N/A	5B.1.	5B.1.	5B.1.	

			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1. See Goals 1, 3, & 4	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 79% to 81%.	2012 Current Level of Performance:* **79%**	2013 Expected Level of Performance:* **81%**					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. -Need to provide a school organization structure and procedure for regular and on-	5D.1. **Strategy** SWD student achievement improves through the effective and consistent	5D.1. Who Principal, Site Administrator, Assistance Principal	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future	5D.1. -FAIR During the Grading Period -Core curriculum end of
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 46% to 51%.	**46%**	**51%**	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.	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.	ESE Specialist How IEP Progress Reports reviewed by APC	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.	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. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. **Strategy/Task** SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the	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 calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.	5D.2 -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance	5D.2.

			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 reflect and discuss	-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.		

			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	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
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning	K-5	Reading Coach	All Teachers	On-going	Classroom Walkthroughs Reading coach cycles Professional using easyCBM and Common Core	Administrators, Leadership Team

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -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 improve 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 How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs.	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 During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)	
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 80% to 82%.	2012 Current Level of Performance:* **80%**	2013 Expected Level of Performance:* **82%**						
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging. 1.3.	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 by students, assisting them to arrive at new understandings of complex material. Actions/Details Within PLCs -Teachers work to improve upon both individually and	1.2. Who -Principal How Monitored -PLCS turn their logs into administration -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form.	1.2. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.	1.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	1.2.

			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. <u>In the classroom</u> 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. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all				

			voices are heard. During the lessons, students: -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). School Leadership -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1. See Goals 1, 3 & 4	2.1.	2.1.	2.1.	
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 55% to 57%.	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **57%**					
		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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1. -PLCs struggle with how to structure curriculum	3.1. Strategy Students' math achievement	3.1. Who -Principal	3.1. School has a system for PLCs to record and report during-the-	3.1. 2x per year District Baseline and Mid-	

Mathematics Goal #3: **Points earned from students making learning gains on the 2013 FCAT Math will increase from 79 points to 80 points.**	2012 Current Level of Performance:* **79 Points**	2013 Expected Level of Performance:* **80 Points**	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	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.	-AP -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	grading period SMART goal outcomes to administration, coach, and/or leadership team.	Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)
			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 Students' math 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	3.2. Who -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses How	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -PLCs reflect on lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.	3.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			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 -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. -Additional action steps for this strategy are outlined on grade level/content area PLCs.			
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		4.1. -Scheduling time for the principal/AP to meet with the reading coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with the math curriculum PLC. Actions/Details Leadership Team -The principal reviews the curriculum meeting notes along with data and provides feedback.	4.1. Who Administration How -Review of curriculum PLC notes -Administrative walk-throughs	4.1. -Tracking of data and PLC notes	4.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 67 points to 68 points	2012 Current Level of Performance:* **67 Points**	2013 Expected Level of Performance:* **68 Points**				
		4.2. -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the	4.2. Strategy Students' math achievement improves through receiving ELP supplemental instruction	4.2 Who Administrators How Monitored	4.2. -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an	4.2. Strategy Students' math achievement improves through receiving ELP supplemental instruction

		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.	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.	Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	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.	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.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **See goals 1, 3 & 4**	5A.1.	5A.1.	5A.1.	
Mathematics Goal #5A: The percentage of White students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 82% to 84%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 10% to 19%.	White: 82 Black: 10 Hispanic: 75 Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1. N/A	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1. N/A	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. <u>Mathematics Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 59% to 63%.			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 AP will put a system in place for this school year.	5D.1. **<u>Strategy</u>** 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. <u>Who</u> Principal, ESE Specialist, Assistance Principal <u>How</u> IEP Progress Reports reviewed by AP & ESE Specialist	5D.1. <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 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 SMART Goal data with the Problem	5D.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)

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

			implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the differentiated instruction 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 reflect and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the differentiated instruction 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 differentiated instruction 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

Mathematics Professional Development

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

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -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 AP 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. 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. Leadership Team Level. -Data is used to drive teacher support and student supplemental instruction.	1.1. 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 67% to 75%.	2012 Current Level of Performance:* **67%**	2013 Expected Level of Performance:* **75%**					
			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	1.2. Who -Principal -AP -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches provides feedback	1.2. School has a system for PLCs to record and report during-the-grading period outcomes to administration and leadership team.	1.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			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? <u>Actions/Details</u> 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. -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.	-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.		

		1.3. -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)	1.3. 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.	1.3. Who Principal AP How Monitored -Classroom walk-throughs observing this strategy.	1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. 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	1.3. 2x per year District-level baseline and mid-year tests 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. -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). Action Steps Professional Development -The Reading Coach conducts 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 -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	2.1. Who Principal AP Reading Coach Reading Leadership Team How Monitored Administration, Coach -PLC logs turned into administration. -Administration provides feedback.	2.1. 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.	2.1. 3x-per year District level assessments 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 32% to 35%.	2012 Current Level of Performance:* **32%**	2013Expected Level of Performance:* **35%**					

				- 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 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

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			-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.	**Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) ***Plan:*** -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students ***Do:*** -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points	Who Principal AP District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 88% to 89%.	2012 Current Level of Performance:* **88%**	2013 Expected Level of Performance:* **89%**					

				-Daily/ongoing conferencing ***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. -Become more proficient at pacing and teaching	1.2 **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the	1.2. Who -Principal -AP -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and	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	1.2. During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			Grading Period writing prompt.) Before the unit -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. -Discuss the student's curriculum checklist. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.	coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	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.	

			<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 supplemer the instruction? How? --Are the needs of our ELL/SWD being met? --How can civics be added int 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 discus how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?) -Plan strategies to differentiat -Plan higher order thinking questions. -Discuss portfolio implementation (Success/Barriers). -Discuss baseline date/data from anchor activities/data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists. <u>During the assessment</u> -Agree upon a date when all assessments need to be completed.			

			-Discuss successes and challenges. <u>After the assessment</u> Participate in an assessment Norming session (Data to be discussed after EAs are all scored). <u>After all assessments have been scored</u> -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios. -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. -Recognize successes and celebrate. ***In the classroom*** <u>During the lessons, **teachers**</u>: -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction.			

			-Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson and after the assessment to inform instruction. <u>During the lessons, students:</u> -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment. -Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. <u>After the lessons, **teachers**:</u> -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"	1.3. **<u>Strategy</u>** 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	1.3. <u>Who</u> -Principal -AP -PLC facilitators of like grades and/or like courses <u>How</u>	1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, and/or leadership team.	1.3. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)

		log.	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.	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.		

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
Rubric Training	Language Arts Teachers 3-5	PLC Leader	Language Arts Teachers 3-5	Ongoing	PLC Meetings with Grade Levels, Monthly Writes, Inservice Records	Leadership Team

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1. -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1. Tier 1 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.	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.	1.1. Attendance committee will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1: 1. The attendance rate will increase from 96.81% in 2011-2012 to 96.90% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% 3.The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:* **96.81%** 2012 Current Number of Students with Excessive Unexcused Absences (10 or more) **17** 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more) **0**	2013 Expected Attendance Rate:* **96.90%** 2013 Expected Number of Students with Excessive Unexcused Absences (10 or more) **15** 2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more) **0**	1.2. There is no system to reinforce parents for facilitating improvement in attendance.	1.2. 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	1.2. Social Worker Guidance Counselor PSLT	1.2. 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.	1.2. Tool Attendance/Tardy data

			child's attendance.			
		1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension			1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. -Provide teachers with resources for continued teaching and reinforcement of school expectations and rules.	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 data monthly.	1.1. EASI and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 50%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 50%. 3. The total number of Out-of-School Suspensions will decrease by 50%. 4. The total number of	2012 Total Number of In –School Suspensions **2** 2012 Total Number of Students Suspended In-School **2** 2012 Number of Out-of-School Suspensions **2**	2013 Expected Number of In- School Suspensions **1** 2013 Expected Number of Students Suspended In -School **1** 2013 Expected Number of Out-of-School Suspensions **1**					

students receiving Out-of-School Suspensions throughout the school year will decrease by 50%.	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	2	**1**					
			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

Parent Involvement Goal(s)

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

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

Parent Involvement Professional Development

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

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Health and Fitness Goal	1.1.	1.1. Health and physical activity	1.1. Principal's designee.	1.1. Data on the number of students	1.1. PACER test component of the

Health and Fitness 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 79% on the Pretest to 80% 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 :* **79%**	2013 Expected Level :* **80%**		initiatives developed and implemented by the Principal's designee.		scoring in the Healthy Fitness Zone (HFZ)	FITNESSGRAM PACER for assessing cardiovascular health.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal	1.1 -There is still confusion	1.1 The leadership team will	1.1 Who	1.1 "Quick" PLC informal surveys	1.1 PLC Team notes

Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 65% in 2012 to 80% in 2013.	2012 Current Level :* 65%	2013 Expected Level :* **80%**	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.	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.	Principal Leadership Team Subject Area Leaders PLC facilitators	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 -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 Team notes	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership	Leadership Team

		PLC Facilitators			attendance at PLC meetings PLC Survey data	

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).		A.1.	A.1	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		A.2.	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		B.1.	B.1	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		**Problem-Solving Process to Increase Language Acquisition**				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1. -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.	1.1. 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)	1.1. 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	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. During the Grading Period -Core curriculum end of core common unit/ segment tests
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 78% to 79%.	2012 Current Percent of Students Proficient in Listening/Speaking: **78%**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the	**Student Evaluation Tool**

					effectiveness of strategy?	
D. Students scoring proficient in Reading.		2.1. -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.	2.1. 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)	2.1. 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	2.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2.1. During the Grading Period -Core curriculum end of core common unit/ segment tests
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 39% to 50%.	2012 Current Percent of Students Proficient in Reading : **39%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		1.1. -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support.	1.1. 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	1.1. Who -School based Administrators -ESOL Resource Teachers How -Administrative and	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. During the Grading Period -Core curriculum end of core common unit/ segment tests
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 30% to 50%.	2012 Current Percent of Students Proficient in Writing : **50%**					

		-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.	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)	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		

NEW Math Florida Alternate Assessment Goals

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

		F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

NEW Writing Florida Alternate Assessment Goal

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the	**Student Evaluation Tool**

				effectiveness of strategy?	
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1 Need common planning time for math and science teachers.	1.1 -Explicit direction for STEM professional learning communities to be established. -Increase effectiveness of lessons through lesson study.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative walk-throughs	1.1 Logging number of project-based learning in math, science 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

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

CTE Goal(s)	**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 1 in 2011-2012 to 2 in 2012-2013.	1.1.	1.1. 1. Use career workbooks, videos, and activities. 2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In. 3. Administer career surveys to the students to see interest areas of focus.	1.1.	1.1.	1.1.
	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 Goals 1-4, Science Goals 1-2	Purchase Science Guided Reading books for the book room	2000.00	
Math Goals 1-5	Purchase student incentives for grade level math extra achievements	200.00	
Final Amount Spent			