FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Roland Park K-8	District Name: Hillsborough County
Principal: Dr. Jonathan Grantham	Superintendent: Mary Ellen Elia
SAC Chair: Hema Adhia	Date of School Board Approval:

Commented [DP1]: Dr. Grantham, I enjoyed reading your school improvement plan and can tell that you and your leadership team put a lot of time and effort into it. Any comments that must be corrected for the SIP to be complete and meet minimum requirements will be highlighted in yellow. Thank you!

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	Dr. Jonathan Grantham	Doctorate (Educational Leadership)/ Ed. Leadership All Levels Principal All Levels Grades 5-9 Math	1	7	N/A
Assistant Principal	April Gillyard	B.S. Psychology; M.A. Educational Leadership K-12; Middle Grades Math (5-9)	2	5	08/09:A 97% AYP 09/10: A 90% AYP 10/11:A 97% AYP 11/12: C Not Available

Commented [DP2]: Good job with the prior performance record.

Assistant Principal	Rachael O'Dea	B.S. Elementary K-6; M.A. Educational; Leadership K-12; ESOL	2	4	09/10: A 100% AYP 10/11: A 100% AYP 11/12 C Not Available

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 Canady	B.A. English Literature; M.A. Reading Education; Elementary Ed.; Middle Grades; Reading K-12; English 6-12; ESOL	2	2	08/09: D 69% 09/10: D 79% 10/11: D 77%
Reading	Catherine Sokol	B.A. Elementary Education; M.S. Counseling Psychology; ESOL K-12	2	2	09/10: C 10/11: D 11/12: C

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1. Teacher Interview Day	District staff	June	
2. Recruitment Fairs	District staff	June	
3. District Mentor Program	District Mentors	ongoing	
4. Magnet Screening	District Magnet Staff	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 effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
51	ESOL trainings are offered throughout the spring and fall for all staff the office of staff development and ELL services department. **Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

Commented [DP3]: Great job with 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
65	14% (9)	28% (18)	35% (23)	23% (15)	39% (25)	22% (14)	6% (4)	8% (5)	39% (25)

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
Leah Maitlind	Morgan Durham	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Jessica Galleher	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Emily Diapasquale	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Joe Harper	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitland	Yousef Danak	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Dustin Huston	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitland	Willie Washington	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.

Additional Requirements

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Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs A student interventions specialist is employed at the school to curtail violence and potential altercations before they begin.
Nutrition Programs N/A

Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other N/A

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

School-Based MTSS/RTI Team
Identify the school-based MTSS Leadership Team. ***Elementary*** The leadership team includes: • Principal • Assistant Principal • Guidance Counselor • School Psychologist • Social Worker • Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) • ESE teacher • Representatives from the PLCs for each grade level, K-5 • SAC Chair • ELP Coordinator • ELL Representative ***Middle/High*** The Leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- Department Heads (High)
- SAC Chair
- ELL Representative

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 PS/RTI Team at Roland Park is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The PS/RtI Team functions to address the progress of all students, including low and high performing students and ESE and regular education students, to help meet AYP, and to help students stay in the regular education setting and improve their long term outcomes. The Team uses a problem solving model and all decisions are made with data.

Roland Park's PS/RtI Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main leadership team of the school. The Problem Solving Leadership Team will meet weekly to use the PS/RtI model to:

- Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- Determine scheduling needs, curriculum and intervention resources
- Review/interpret student data (Academic, Behavior, and Attendance)
- Organize and support systematic data collection
- Strengthen Tier 1/Core Curriculum instruction, as well as supplemental services (i.e., ELP)

The Problem Solving Leadership Team will work directly with the Grade Level and Curriculum PLCs to review student data and determine student and teacher needs. The two will work collaboratively in the implementation of the Florida Continuous Improvement Model and progress monitoring. The PLCs/Grade Level Representative will determine small group needs based on skill deficit similarities. The PSLT will help allocate resources to meet the needs presented by the PLCs. The PS/RtI Team will focus on Differentiated Instruction so that the needs of all students will be met. The PLCs will use the following to determine students' areas of need (including areas in which enrichment are needed):

- The school-based Reinforcement Calendars, Mini Lessons, and Mini Assessments

- Common Assessments given every 6-9 weeks
- Through the implementation of research-based, scientifically validated instruction/interventions

The PSLT will plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3. The Team will monitor interventions and data assessment in Tier1, Tier 2, and Tier 3.

As needed, the PSLT will coordinate and collaborate with other working committees such as the Reading Leadership Team, assist in the implementation and monitoring of the Differentiated Accountability Model, and identify professional development needs and resources.

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?

The Problem Solving Leadership Team along with the faculty and SAC were involved in School Improvement Plan development activities. The PSLT facilitator is also a member of the SAC. The school Improvement Plan is the document that guides the work of the PSLT. The large part of the work of the PSLT is outlined in the Action Steps, Evaluation Process, Evaluation Tools, and Professional Development of the School Improvement Plan. Since one of the main tasks of the PSLT is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

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.

The following is a summary of the assessment used to measure student progress in core, supplemental and intensive instruction.
Core Curriculum
FAIR
DRA
FCAT-released tests
Roland Park will follow the district calendar for Baseline and Midyear Assessments
District generated assessment by the office of Assessment
Subject-specific assessment generated by District-level Subject Supervisor in Reading, Math, Writing, and Science
DAR
Imagination Station
FASTT Math
Common Assessments
UNTIE
Supplemental/Intensive Instruction

Students receiving Supplemental Services and Intensive Services will use all the assessment tools listed above. In addition, students who are receiving Tier 2 services will be monitored for progress every three to four weeks. Likewise, students receiving Tier 3 services will be monitored for progress on a weekly basis. As students progress through Supplemental Services and Intensive Instruction, the assessment process will increase in duration in order to provide more immediate feedback to determine if the alternative teaching strategies are working.

Describe the plan to train staff on MTSS.

The Principal and the School Psychologist will share the PS/RtI training modules with the PSLT and with the faculty/staff of Roland Park. As the District's Problem Solving Team develops additional resources and staff development courses on RtI, these tools and staff developmental sessions will be conducted with staff. Professional Development sessions will occur during Tuesday faculty meeting times and during PSLT meetings.

Commented [DP4]: Continue to add to this section throughout the school year to reflect what is happening at Roland Park.

Describe plan to support MTSS.

Commented [DP5]: See Comment Above.

The School Psychologist, Assistant Principal, Reading Coaches meet with teachers individually and in small group PLC as a problem solving team. They are identifying and addressing needs of individual students in terms of academics and behavior interventions by providing necessary supports with the involvement of Parents/Guardians.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Middle School Reading Coach
- Elementary 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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

What will be the major initiatives of the LLT this year?

The LLT is currently in the second year of three an action plan focused on vocabulary as our targeted area of concern. During year one, 2011-2012, the LLT began *Phase One* of our actions plan: *Investigating Area of Concern*. We investigated areas of concern by examining data collected from FAIR, running records, anecdotal notes, teacher input, writing assessments, and informal and formal conferences with students, and we determined the area of concern the LLT would focus on was improving student vocabulary. Once improving student vocabulary became the area of concern the LLT began *Phase Two: Studying and Planning a Course of Action.* The LLT studied improving student vocabulary by reading research-based professional articles on the subject. Then, the LLT members shared the main points and an activity that teachers could implement with students from their reading with the greater LLT. The LLT also complied a list resources that would be necessary to address our area of concern and planned a course of action, which included Vocabulary Journals, Vocabulary Workbooks, 5 day vocabulary plan, and support and trainings provided by the reading coaches. The resources and trainings were provided to the staff.

The LLT is currently in *Phase Three* of our action plan: *Implementing a Course of Action.* The LLT met and reviewed the steps taken by the LLT in year one. The LLT has complied a list that includes the; who, what, & how of monitoring the effectiveness of course of action and additional supports the faculty need to implement effective vocabulary instruction. The implementation process will be monitored by the LLT throughout the year in order to determine the effectiveness.

Commented [DP6]: Very interesting!

NCLB Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in

selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities ***from the first day of school.*** Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

- Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.
-
- The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.
-
- Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.
-
- Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.
-
- A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.
-
- Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.
-
- Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

- All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

*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?

N/A

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?

N/A

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.

N/A

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. -Lack of understanding of how to implement the Core Continuous Improvement Model. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - Need additional training on effective data analysis. - -Unable to receive Guided Reading, FAIR, DRA, Running Record, and Reader's Workshop trainings.	1.1. Strategy **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers **using C-CIM (Core Continuous Improvement Model)** with core curriculum and data driven instruction and providing **Differentiated Instruction (DI), tier 3 interventions, Imagination Station & Walk to Success** as a result of the problem-solving model. Action Steps 1. PLCs set goals for mastery based on each nine weeks of material based on benchmarks and grade level expectations. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core	1.1. Who -Principal -AP -Reading Coach -School Psychologist -Lead Teachers How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Classroom walk-throughs observing this strategy will be reflected on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine	1.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. In addition teachers will maintain a data portfolio with a section for each subject taught. PLC/Department Level .After each assessment, PLCs will ask the following questions and take action accordingly: *1. How are we using data to inform our instruction?* *2. What barriers to implementation are we facing and how will we address them?* *3. To what degree are we making progress towards our SMART goal?*	1.1. 3x per year - FAIR On-going Progress Monitoring in comprehension. During the Grading Period - Common assessments (pre, post, mid, section, end of unit) -Running Records -Fluency Checks -DRA's -Comprehension Checks -Phonemic Awareness Checks -Phonics Checks
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 47% to 50%.	2012 Current Level of Performance:* **47%**	2013 Expected Level of Performance:* **50%**					

Commented [DP7]: So proud of you! I love how you list the specific common assessments that will be used☺

				curriculum, incorporating DI strategies from their PLC discussions. 4. Throughout the unit, teachers give common assessments identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	weeks, monthly through PSLT, and during weekly team meetings. *Other Fidelity Tools Suggestions (from Lauri Kirsch, K-12 Gifted)* *-Differentiation Strategies* *-Walk-Through Card* *-PYP Classroom Checklist* *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	*4. Are there skills that need to be re-taught in a whole lesson to the entire class?* *5. Are there skills that need to be re-taught as mini-lessons to the entire class?* *6. Are there skills that need to be re-taught to targeted students?* *7. Are there skills that need to be enriched for the whole glass or to targeted students?* Leadership Team Level Teachers for grades 1-5 will update their guided reading notebook monthly with current Running Records, DRA2's, fluency checks, sight word lists and other pertinent data. Kindergarten will begin collecting the same data when students produce the readiness indicators set further by the district's report card handbook. Teachers for grade 6-8 will meet bi-weekly to review mini assessment and common formative assessment data in order to monitor student progress. All Teachers will share data with the Problem Solving Leadership Team. and administration. The Problem Solving Leadership Team/Reading Leadership Team/administration will review assessment data for trends at a minimum of once per nine weeks. *1st Grading Period Check*	

						2nd Grading Period Check *3rd Grading Period Check*		
			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 on CCSS.	1.2. **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** 1. As a Professional Development activity in their PLCs, teachers spend	1.2. Who -Principal -AP -Instruction Coaches -Resource Teachers -Lead Teachers -Subject Area Leaders/Department Heads How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Classroom walk-throughs observing this strategy will be reflected on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2.3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

Commented [DP8]: Love how you are using a cross-content strategy. For the evaluation tools, please be more specific and detailed. What will these look like for each content area? Science? Math?

			time sharing, researching, teaching, and modeling researched-based best-practice strategies monthly. 2. Teachers instruct students using the core curriculum and **JUNIOR GREAT BOOKS**, incorporating Shared Inquiry Discussion techniques and DI strategies from their PLC discussions. 3. Throughout the unit, teachers give common assessments identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).	weeks, monthly through PSLT, and during weekly team meetings. *Other Fidelity Tools Suggestions (from Lauri Kirsch, K-12 Gifted)* *-Differentiation Strategies* *-Walk-Through Card* *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*		
		1.2. - As a 2nd year Magnet Program and a school with combination of brand new teachers and teachers new to the district, there are procedural and	1.2. Strategy Action Steps **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students reading comprehension will improve through teachers	1.2. Who -Administration Team AP/ Principal -Peer and Mentor Evaluator How	1.2. PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units	1.2. 3x per year -FAIR Broad screen/Maze/OPM for fluency During grading period: -Students' journal

		curriculum familiarity-related barriers.	utilizing clear expectations of learning tools such as posting: learning objectives, standard **Unit Question /Idea** in student friendly terms, **essential questions, unwrapped standards and/or unpack assessment**s. These learning tools will be used during every lesson to build connections between activities and learning. Action Steps 1. Provide staff development in the appropriate use of Clear Expectation of Learning Tools. 2. As a Professional Development activity, PLCs meet and practice writing and creating clear expectation of learning activities. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling Clear Expectation of Learning Tools. 4. PLC teachers utilize the Transparency Learning Tools in the classroom. The evidence of the use of the tools is seen by the posting of the learning objectives, essential learning questions, and assessment alignment. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss effective	-PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty.-Use the forms to measure clear objectives - Informal/ formal Observation & Evaluation Form (EET tool). These strategies will be added to the form .	of instruction. With teachers, administration reviews Rigor walk-through form student data (formal and informal).	responses reflecting higher order thinking - Anecdotal Notes reflecting student-lead discussion. - Thinking Maps

			implementation. 7. Based on data, PLCs use the problem-solving process to determine next steps. 8. PLCs record their work in logs.			
		1.4.-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 on CCSS	1.4 **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.	1.4 Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.4 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.4 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
		1.5.-Teachers knowledge base of this strategy needs professional development. Training	1.5 **Common Core Reading Strategy Across all Content Areas** Teachers need to	1.5 Who -Principal -AP -Instruction Coaches	15. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future	1.5 3x per year - FAIR

		for this strategy is being rolled out in 12-13. -Training all content area teachers on CCSS	understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**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. Teachers vary in knowledge in how to differentiate instruction for above level readers within a Reader's	2.1 Strategy Action Steps. The purpose of this strategy is to strengthen the core	2.1. Who -Principal -AP -Reading Coach --PLC Facilitators	2.1. Teacher Level PLCs will review evaluation data at weekly PLC meetings. PLC/Department Level	2.1. 3x per year -FAIR Broad screen/Maze/OPM for fluency	
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 26% to 29%.	**26%**	**29%**	Workshop model. - Teachers vary in knowledge regarding the identification and use of effective progress monitoring/evaluation tools for readers above proficiency.	curriculum. Students' reading comprehension, fluency, and vocabulary will increase through use of the **Junior Great Books** instructional model which includes: -increased time for students' independent reading, -exposure to multiple genres, -students responding critically to text, -instruction in & use of higher order thinking strategies in SHARED INQUIRY DISCUSSIONS -ongoing assessment through individual student conferencing. Action Steps: 1. Identify students performing above proficiency (FCAT, FAIR, and DRA2). 2. Administer teacher training/resource needs assessment to determine support plan. 3. Schedule training and plan for resources. 4. Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary. 5. Teachers administer student interest surveys and progress monitoring assessment to determine base-line data and areas of strength and need.	- Lead Teachers How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing the JUNIOR GREAT BOOKS instructional model. *(from Lauri Kirsch, K-12 Gifted)* -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs and meetings with Lead Teachers --PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty.-Use the forms to measure clear objectives *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	PLC facilitator will share data with the Problem-Solving Leadership Team. Leadership Team Level The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for trends at a minimum of once per nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	During grading period: -Students' journal responses reflecting higher order thinking - Anecdotal Notes reflecting student-lead discussion. - Thinking Maps

				6. As a Professional Development Teachers meet with consultant from Junior Great Books Foundation and participate in Workshop and one-one coaching cycle. Ongoing support and coaching is taking place in their PLCs, for JUNIOR GREAT BOOKS implementation with lead teachers. 7. Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. 9. PLCs record their work in the PLC logs.			
			2.2. -Lack of understanding of how to implement the Core Continuous Improvement Model. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - Need additional training on effective data analysis. -No Elementary Reading coach until the second quarter. -Unable to receive Guided Reading,	2.2. Strategy **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers **using C-CIM (Core Continuous Improvement Model)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.	2.2. Who -Principal -AP -Lead Teachers -Reading Coach -School Psychologist How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the	2.2. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. In addition teachers will maintain a data portfolio with a section for each subject taught. PLC/Department Level .After each assessment, PLCs will ask the following questions and take action accordingly:	2.2. 3x per year - FAIR On-going Progress Monitoring in comprehension. During the Grading Period - Common assessments (pre, post, mid, section, end of unit) -Running Records -Fluency Checks -DRA's -Comprehension Checks -Phonemic Awareness Checks -Phonics Checks

		FAIR, DRA, Running Record, and Reader's Workshop trainings. - As a new Magnet Program and a school with combination of brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers -Lack of common planning time to facilitate and hold PLC	2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. Throughout the unit, teachers give common assessments identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	implementation of the SIP strategies across the entire faculty. -Classroom walk-throughs observing this strategy will be reflected on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine weeks, monthly through PSLT, and during weekly team meetings. *Other Fidelity Tools Suggestions (from Lauri Kirsch, K-12 Gifted)* *-Differentiation Strategies* *-Walk-Through Card* *-PYP Classroom checklist* *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	*1. How are we using data to inform our instruction?* *2. What barriers to implementation are we facing and how will we address them?* *3. To what degree are we making progress towards our SMART goal?* *4. Are there skills that need to be re-taught in a whole lesson to the entire class?* *5. Are there skills that need to be re-taught as mini-lessons to the entire class?* *6. Are there skills that need to be re-taught to targeted students?* *7. Are there skills that need to be enriched for the whole glass or to targeted students?* Leadership Team Level Teachers for grades 1-5 will update their guided reading notebook monthly with current Running Records, DRA2's, fluency checks, sight word lists and other pertinent data. Kindergarten will begin collecting the same data when students produce the readiness indicators set further by the district's report card handbook. Teachers for grade 6-8 will meet bi-weekly to review mini assessment and common formative assessment data in order to monitor student progress. All Teachers will share data with the Problem Solving Leadership Team. and	

						administration. The Problem Solving Leadership Team/Reading Leadership Team/administration will review assessment data for trends at a minimum of once per nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
			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	3.1 **Strategy** Student achievement improves through **teachers working collaboratively** to focus on student learning.	3.1. Who -Principal -AP -Lead Teachers -Instruction Coaches	3.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, Lead teachers,	3.1. 3x per year FAIR During the Grading Period
Reading Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 60 points to 63 points.	**60 points**	**63 points**	leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** - **Action Steps** 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies monthly. 2. Teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. Throughout the unit, teachers give common assessments identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire	-Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Classroom walk-throughs observing this strategy will be reflected on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine weeks, monthly through PSLT, and during weekly team meetings. *Other Fidelity Tools Suggestions (from Lauri Kirsch, K-12 Gifted)* *-Differentiation Strategies* *-Walk-Through Card* *1st Grading Period Check* *2nd Grading Period Check*	coach, SAL, and/or leadership team.	Common assessments (pre, post, mid, section, end of unit) -Running Records -Fluency Checks -DRA's -Comprehension Checks -Phonemic Awareness Checks -Phonics Checks

Commented [DP9]: Great job remembering to use points not percentages.

				class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. One on One coaching for teachers with a lead teacher and with a consultant.	*3rd Grading Period Check*		
			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	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How - How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.	3.2. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit) -Running Records -Fluency Checks -DRA's -Comprehension Checks -Phonemic Awareness Checks -Phonics Checks

			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 <u>After</u> Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/content area PLCs.	seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Classroom walk-throughs observing this strategy will be reflected on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine weeks, monthly through PSLT, and during weekly team meetings. <u>*Other Fidelity Tools Suggestions (from Lauri Kirsch, K-12 Gifted)*</u> *-Differentiation Strategies* *-Walk-Through Card* <u>*1st Grading Period Check*</u> <u>*2nd Grading Period Check*</u> <u>*3rd Grading Period Check*</u>	<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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.							
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 60 points to 63points.	2012 Current Level of Performance:* **60 points**	2013 Expected Level of Performance:* **63 points**	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, 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	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) -Running Records -Fluency Checks -DRA's -Comprehension Checks -Phonemic Awareness Checks -Phonics Checks

				teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. -Teachers will use iStation reading program and interventions. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2. -The Extended Learning Program (ELP) does not always target the specific skill	4.2. Strategy Students' reading comprehension improves through receiving **ELP**	4.2. Who Administrators How Monitored	4.2. Supplemental data shared with leadership and classroom teachers who have students.	4.2. Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving*

		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.	**supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.		*Facilitators.)*	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**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: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 47% to 50%.		See Goals 1,3 and 4					
		5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:79% Black: 35% Hispanic: 42% Asian: 79% American Indian: N/A	White: 81% Black: 42% Hispanic: 48% Asian: 79% American Indian: N/A					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: The percent of Economically disadvantaged students making satisfactory progress in the reading portion of the 2013 FCAT will increase from 34% to 41%.	2012 Current Level of Performance:* **34%**	2013 Expected Level of Performance:* **41%**	See Goals 1,3 and 4				
			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) making satisfactory progress in reading.			5C.1. -Improving the	5C.1. ELLs (LYA, LYB & LYC)	5C.1. Who	5C.1. Teacher Level	5C.1. -FAIR

Commented [DP10]: See comment above.

Commented [DP11]: I added goals here based on AMO document in School Improvement. Action plans are located in goals 1,3 and 4.

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

Reading Goal #5C: The percentage of ELL students making satisfactory progress in reading will increase from 26% to 33%.	2012 Current Level of Performance:* **26 %**	2013 Expected Level of Performance:* **33%**	proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.	-School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the CRISS walkthrough form	-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	-CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
			5C.2. -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the	5C.2. Who -School based Administrators -ESOL Resource	5C.2. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine	5C.2. During the Grading Period -Core curriculum end of core common unit/ segment tests

		-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.	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)	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	the most effective approach for individual students.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: Students with disabilities making learning gains in reading will increase from 10% to 13%.	2012 Current Level of Performance:* **10%**	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.	5D.1. FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance
	2013 Expected Level of Performance:* **13%**					

						Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Commented [DP12]: Great job aligning your PD with your reading goals. Way to go!

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-8	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders
IB-PYP/MYP Inquiry Based Integrated Units with Reading in the Content Area	K-8	Lead Teacher	All teachers Faculty Professional Development and on-going PLCs IB Workshops	Magnet Pre-Planning week and Ongoing in PLC Ongoing IB Professional Development	Classroom walkthroughs Observing Peers & Reflecting together Observations and feedback provided by Lead Teacher.	Administration, Lead Teachers, Instructional Coaches Subject Area Leaders
Content Area Reading Comprehension	6-8	Reading Coach	Grades 6-8 Geography, Math, Science, Media specialist	1 hour weekly for 15 weeks	Coaching cycle and observation	Reading Coach
Jr. Great Books	K-8	Jr. Great Books Consultant	K-8 Teachers	Consultant days: Oct 24-26 & Nov.1& 2, 2012 Coaching w/ LeadTeacher: Ongoing	Classroom walkthroughs PLC Meetings with Lead Teacher Observing Peers & Reflecting together Observations and feedback provided by Lead Teacher.	Administration, Reading Coaches, Lead Teachers
Guided Reading Coaching Cycles	K-5	Elementary Reading Coach	K-5 Teachers	On-going	Coaching Cycles	Reading Coach
Assessment Training	K-5	Elementary	K-5 Teachers	On-going	Coaching Cycles/PSLT	Administration/Reading Coach

		Reading Coach			Meetings/PLC Meetings	
AVID strategies	3-8	AVID Trainers	All 3-8 Teacher	August 2011, updates ongoing	PLC notes, monthly notebooks checks	Administration
First 20 days of reading and Daily 5 Preplanning	K-5	Reading Coach	K-5 Teachers	Preplanning	PLC Notes	Reading Coach
Running records Calibration	K-5	Reading Coach	K-5 Teachers	Preplanning	Coaching cycles, PLC notes	Reading Coach
FAIR Data Chats	K-8	Reading Coach	K-5 Teachers	3x Per Year	PLC Meetings	Reading Coach/Administration
Reading 2.0 Data Chats and Action Planning	K-8	Reading Coach	K-2 Teachers	3x Per year	PLC notes, Coaching Cycles	Reading Coach
Text Complexity and Cloze Reading	K-5	Reading Coach	K-5Teachers	Preplanning	Coaching Cycle	Reading Coach
Guided Reading Coaching Cycles	K-8	Reading Coach	K-8 Teachers	Ongoing	PLC Meetings	Reading coach

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1. **Strategy** Students' math achievements improves through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. Use Think Central Online Component, First in Math, FASST Math, & Success Maker **Action Steps** 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. PLC teachers instruct students using the core curriculum using Data and prescriptive assignments based on student data from Think Central assessments incorporating DI strategiesand **Global Concept Guide** from their PLC discussions.	1.1. Who - Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 47% to 50%.	2012 Current Level of Performance:* **47%**	2013 Expected Level of Performance:* **50%**					

				3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective in Enrichment and and small group re-teach. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students (FCIM). 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. PLCs record their work in logs. 9. Use technology to differentiate. (FAAST Math, Think Central, First in Math, Success Maker.)			
			1.2 - Time constraints (tight pacing guides given by district/curriculum) that interfere with implementation of F-CIM for targeted mini lessons and NOT on	**1.2** **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum	1.2 Who -Administration How -PLC logs turned into administration. Administration provides feedback.	1.2 Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system.	1.2 District Test form 1,2 and 3 Mock FCAT assessment in February 2x per year District Baseline and Mid-Year Testing

		the core curriculum. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - As a new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of common planning time to facilitate and hold PLC	and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs from core Assessments and Think Central Assessments nad district formatives 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students (FCIM). 7. Teachers provide Differentiated Instruction to targeted students	-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check Third Nine Week Check	-Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. In addition teachers will maintain a data portfolio with a section for each subject taught PLC/Department Level K-5 teachers will review unit assessments by conducting an item analysis to make instructional decisions accordingly. . After each assessment, PLCs will ask the following questions and take action accordingly: *1. How are we using data to inform our instruction?* *2. What barriers to implementation are we facing and how will we address them?* *3. To what degree are we making progress towards our SMART goal?* *4. Are there skills that need to be re-taught in a whole lesson to the entire class?* *5. Are there skills that need to be re-taught as mini-lessons to the entire class?* *6. Are there skills that need to be re-taught to targeted students?* *7. Are there skills that need to be enriched for the whole glass or to targeted students?* Leadership Team Level Teachers will meet bi-weekly to review mini assessment and	Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments Middle School EOC exams 1

			(remediation and enrichment). 8. PLCs record their work in logs.		common formative assessment data in order to monitor student progress. All Teachers will share data with the Problem Solving Leadership Team. and administration. The Problem Solving Leadership Team /administration will review assessment data for trends at a minimum of once per nine weeks. PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team for trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>		
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**					
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1. Not all teachers have	2.1 Strategy	2.1 <u>Who</u>	2.1. PLCs – Periodic (weekly or	2.1. <u>2x per year</u>	

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

Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 23% to 26%	2012 Current Level of Performance:* **23%**	2013 Expected Level of Performance:* **26%**	the same skill level of how to increase the depth and rigor necessary to meet the NGSSS. -Lack of common planning time to facilitate and hold PLC -As new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data	**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in rigorous math lessons designed to increase their depth of knowledge. Teachers will also use the district **Global Concept Guides** and DOE links to the NGSSS and the FCAT assessment content limits as a guide for planning by utilizing the components that focus on depth and complexity of each of the benchmarks. Action Steps: 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. 3. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the PLCs. 6. Using the data, teachers discuss the effectiveness of	Administration How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with depth and complexity. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics *(available from Elementary Math)* Walk-through Form -PLC Log	bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks.	District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test - Middle School pre-test and EOC examinations. During the grading period -Chapter Tests -Benchmark mini assessments 2-3x Per Year

				the rigor and depth strategies that were implemented. 7. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. 8. PLCs record their work in the PLC logs.			
			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.			2.1. Not all teachers have the same skill level of how to increase the depth and rigor necessary to meet the NGSSS. -Lack of common planning time to facilitate and hold PLC -As new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data	2.1 Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in rigorous math lessons designed to increase their depth of knowledge. Teachers will also use the **Global Concept Guides** & DOE links to the NGSSS and the FCAT assessment as a guide for planning by utilizing the components that focus on depth and complexity of each of the benchmarks. Action Steps: 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being	2.1 Who Administration How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with depth and complexity. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.	2.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks.	2.1. 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test - Middle School pre-test and EOC examinations. During the grading period -Chapter Tests -Benchmark mini assessments 2-3x Per Year
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 56 points to 59 points.	2012 Current Level of Performance:* **56 points**	2013 Expected Level of Performance:* **59 points**					

Commented [DP13]: Make sure these are points.

				addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. 3. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the PLCs. 6. Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. 7. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. 8. PLCs record their work in the PLC logs.	Monitoring data will be reviewed every nine weeks. -Elementary Mathematics *(available from Elementary Math)* Walk-through Form -PLC Log		
			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	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.	3.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			Instruction groupings and activities for the delivery of new content in upcoming lessons using the **Global Concept Guide Model.** ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs <u>After</u> Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.		<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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		2.2. - Time constraints (tight pacing guides given by district/curriculum) that interfere with implementation of F-CIM for targeted mini lessons and NOT on the core curriculum. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). -Lack of common planning time to facilitate and hold PLC - As a new school with combination of 13	**2.2** **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the **<u>Core Continuous Improvement Model (C-CIM)</u>** with core curriculum and providing **<u>Differentiated Instruction (DI)</u>** as a result of the problem-solving model. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. PLC teachers instruct	2.2 <u>Who</u> -Administration <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a	2.2 PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team for trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u>	2.2 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments

			brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data	students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students (FCIM). 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. PLCs record their work in logs.	fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check Third Nine Week Check	Third Nine Week Check	
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/APC to meet with the academic coach on a regular	4.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement	4.1. Who Administration How -Review of coach's log	4.1. Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching,	4.1. 2x per year District Baseline and Mid-Year Testing Semester Exams
Mathematics Goal #4: Points earned from students in	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

the bottom quartile making learning gains on the 2013 FCAT Math will increase from 49 points to 53 points.	**49 points**	**53 points**	basis. -Teachers willingness to accept support from the coach.	improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, 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	-Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	modeling, de-debriefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.	During the Grading Period - Common assessments (pre, post, mid, section, end of unit)

				PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal	4.2. Strategy Students' math achievement improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify	4.2. Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2. Supplemental data shared with leadership and classroom teachers who have students.	4.2. Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*

		communication between regular and ELP teachers.	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: The percentage of students scoring making satisfactory progress in the math portion of the 2013 FCAT will increase from 47% to 50%.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **making satisfactory progress in mathematics** The percentage of students scoring making satisfactory progress in the math portion of the 2013 FCAT will increase from 47% to 50%.	2012 Current Level of Performance:* White: 81% Black: 35% Hispanic:	2013 Expected Level of Performance:* White: 83% Black: 42% Hispanic:	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	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***	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line	3.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section,

Commented [DP14]: Again, you refer to goals 1, 3, and 4. Please write a goal for this section and include data.

	40% Asian: 89% American Indian: N/A	46% Asian: 90% American Indian: N/A	Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	***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 using the **Global Concept Guide Model.** ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs <u>After</u> Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.		grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	end of unit)
			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 making satisfactory progress in mathematics.			5B - Time constraints (tight pacing guides given by district/curriculum) that	**5B** **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve	5B <u>Who</u> -Administration <u>How</u>	5B PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet).	5B <u>2x per year</u> District Baseline and Mid-Year Testing
<u>Mathematics Goal #5B:</u> The percentage of economically	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

Commented [DP15]: See comment above. If you met the goal, just put NA.

disadvantaged students making satisfactory gains in the 2013 math portion of the FCAT will increase from 33% to 40%.	**33%**	**40%**	interfere with implementation of F-CIM for targeted mini lessons and NOT on the core curriculum. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). -Lack of common planning time to facilitate and hold PLC - As a new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data	through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students (FCIM). 7. Teachers provide Differentiated Instruction to	-PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check Third Nine Week Check	PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team for trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments

				targeted students (remediation and enrichment). 8. PLCs record their work in logs.			
			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) making satisfactory progress in mathematics. Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _31__% to __38__%.	2012 Current Level of Performance:* **31%**	2013 Expected Level of Performance:* **38%**	5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy in math. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)

Commented [DP16]: See Comment Above.

			varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.		Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) making satisfactory progress in mathematics.			5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the **effective and consistent implementation of students' IEP goals**, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement	5D.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs	5D.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _13__% to _22___%.	2012 Current Level of Performance:* **13%**	2013 Expected Level of Performance:* **22%**					

Commented [DP17]: See comment above.

				IEP/SWD strategies and modifications into lessons.		chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			5D.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.	5D.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement

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 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**
Alg1. Students scoring proficient in Algebra (Levels 3-5).			2.1. Not all teachers have the same skill level of how to increase the depth and rigor necessary to meet the NGSSS. -Lack of common planning time to facilitate and hold PLC -As new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data	2.1 Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in rigorous math lessons designed to increase their depth of knowledge. Teachers will also use the **Global Concept Guides** & DOE links to the NGSSS and the FCAT assessment as a guide for planning by utilizing the components that focus on depth and complexity of each of the benchmarks. <u>Action Steps:</u> 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. 3. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. 4. Teachers implement the common assessments.	2.1 <u>Who</u> Administration <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with depth and complexity. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics *(available from Elementary Math)* Walk-through Form -PLC Log	2.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks.	2.1. <u>2x per year</u> District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test - Middle School pre-test and EOC examinations. <u>During the grading period</u> -Chapter Tests -Benchmark mini assessments <u>2-3x Per Year</u>
<u>Algebra Goal #1:</u> Students scoring at levels 3-5 in the Algebra EOC exam will increase from 78% in 2012 to 81% in 2013.	<u>2012 Current Level of Performance:*</u> **78%**	<u>2013 Expected Level of Performance:*</u> **81%**					

Commented [DP18]: You need to write a goal with the data and include the data in this section.

				5. Teachers bring assessment data back to the PLCs. 6. Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. 7. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. 8. PLCs record their work in the PLC logs.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1. Not all teachers have the same skill level of how to increase the depth and rigor necessary to meet the NGSSS. -Lack of common planning time to facilitate and hold PLC -As new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data	2.1 Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in rigorous math lessons designed to increase their depth of knowledge. Teachers will also use the **Global Concept Guides** & DOE links to the NGSSS and the FCAT assessment as a guide for planning by utilizing the components that focus on depth and complexity of each of the benchmarks. Action Steps: 1. PLCs write SMART goals	2.1 Who Administration How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with depth and complexity. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP	2.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and make instructional decisions accordingly. Teachers will share data with the Problem Solving Leadership Team. The	2.1. 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test - Middle School pre-test and EOC examinations. During the grading period -Chapter Tests -Benchmark mini assessments 2-3x Per Year
Algebra Goal #2: The percentage of students scoring at a level 4 or 5 in the Algebra EOC exam will increase from 22% in 2012 to 25% in 2013.	2012 Current Level of Performance:* **22%**	2013 Expected Level of Performance:* **25%**					

Commented [DP19]: See comment above.

				based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. 3. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the PLCs. 6. Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. 7. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. 8. PLCs record their work in the PLC logs.	strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics *(available from Elementary Math)* Walk-through Form -PLC Log	Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks.	
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

Mathematics Professional Development

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Lesson Studies	K-5	Jack Fahle	K-5 Teachers	Preplanning	Administrative Walk Throughs	Administrative Team
Webb's Depth of Knowledge	K-5	O'Dea	K-5 Teachers	Early Release September	Administrative Walk Throughs/PLC Logs	Administrative Team
Depth and Complexity	K-8	Dr. Kirsch	K-8 Teachers	Pre-Planning	Administrative Walk Throughs/PLC Logs	Administrative Team
Best Practices in Math	K-5	Adhia/O'Dea	K-5 Teachers	Early Release October/November	Administrative Walk Throughs/PLC Logs	Administrative Team
Item Analysis/ Data Chat	3-5	O'Dea	3-5 Teachers	3x Per year	PLC Logs	Administrative Team
District Math Training	K-5	Jack Fahle	K-5 Teachers	January	Administrative Walk Throughs	Administrative Team
Global Concept Guide	K-5	Administrator	K-5 Teachers	Faculty Meeting	Administrative Walk Throughs	Administrative Team

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 -Additional training is may be required in order to assist students with depth of knowledge in the content area. - Further training in the development of strategies for inquiry based instruction such as engaging the students, accountable talk, explore time, higher order questioning, etc. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data. - -Lack of common planning time in Middle School to facilitate and hold PLC -Not all teachers are able to attend mathematics trainings on dates available by the district. - As a new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers.	**1.1** **Tier 1** –Students will develop problem-solving and Scientific Process knowledge while acquiring new concepts. To achieve this goal, science teachers will improve Science practices with an increase emphasis on structured purposeful inquiry (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. Action Steps Action Steps 1. Teachers will attend District Science training and share information with their PLCs. Additionally; teachers will plan hands on learning experiences with focus on consistent reinforcement of scientific vocabulary and application of the Scientific Process in each Big Idea. 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 3. Elementary teachers will conduct labs atleast twice a week expecting students to	1.1 Who Administration How Monitored -PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing inquiry based instruction. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check	1.1 . Teacher Level: PLCs will review unit assessments and make instructional decisions accordingly. PLC/Department Level: PLCs will review unit assessments by conducting an item analysis to make instructional decisions accordingly. After each assessment, PLCs will ask the following questions and take action accordingly: *1. How are we using data to inform our instruction?* *2. What barriers to implementation are we facing and how will we address them?* *3. To what degree are we making progress towards our SMART goal?* *4. Are there skills that need to be re-taught in a whole lesson to the entire class?* *5. Are there skills that need to be re-taught as mini-lessons to the entire class?* *6. Are there skills that need to be re-taught to targeted students?* *7. Are there skills that need to*	1.1 District Form 1, 2, and 3 Semester Exams During the nine weeks - Mini Assessments -Unit assessments Informal, teacher made assessments
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 34% to 37%.	2012 Current Level of Performance:* **34%**	2013 Expected Level of Performance:* **37%**					

				follow scientific process and drawing conclusions 4. Teachers bring assessment data back to the PLCs. 5. PLCs record their work in the PLC logs. 5. As a department we are reading together "Creating Innovators" by Tony Wagner and discussing at our own mini book club at our PLCs. 6. Focus on co-teaching and collaboration through vertical articulation throughout the department. 7.FCAT "boot camp" starting in the fall 8.FCAT minilabs infused in the class 9.Using our new smart board technology to create a better FCAT boot camp; along with an interactive assessment center to serve as a "station" throughout the year in each class	Third Nine Week Check	*be enriched for the whole glass or to targeted students?* Administrative Level: Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	
			1.2 -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 PLC - As a new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity-related barriers. -Lack of opening school data.	**1.2** **Tier 1** –Students' science skills will improve through participation in the **5E lesson plan model.** Action Steps Action Steps 1. SAL and designated elementary teacher will attend and disseminate District Science training information and share with the PLC the 5 E Lesson Plan Mode, Curriculum Maps, and Long Term Investigations 2. PLCs write SMART goals based on each nine weeks of	1.2 Who -Administration How Monitored -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. - Classroom walk-throughs observing this strategy. PSLT will identify PSLT	1.2 Teacher Level: Teachers will review evaluation data. Teachers will review unit assessments and mastery on units of instruction. PLC/Department Level: PLCs will review evaluation data. PLCs will review unit assessments and mastery on units of instruction. Administrative Level:	1.2 District Form 1,2, and 3 Semester Exams During the nine weeks - Mini Assessments -Unit assessments Informal/Teacher made assessments

			material. 3.Science Word Wall and Science vocabulary reinforcement 4. PLC teachers instruct students using the 5 E Lesson Plans. 5. PLCs record their work in the PLC logs. 4. PLC teachers instruct students using the 5 E Lesson Plans. 5. PLCs record their work in the PLC logs.	will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check Third Nine Week Check	Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	
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. Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 8% to 11%	2012 Current Level of Performance:* **8%**	2013Expected Level of Performance:* **11%**	2.1 -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 **Strategy** Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 5 times per nine weeks.	2.1 Who Principal AP Science Coach Reading Coach Reading Leadership Team Science SAL/DH How Monitored Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.	Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and pre-EOC administration Semester Exams During the Grading Period -mini-assessments -unit assessments

				Action Steps ***Professional Development*** -The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model. -Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. ***In PLCs/Department*** -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and			

				retention of the text. Teachers use this information to build future close reading lessons. ***During the lessons, teachers:*** -Guide students through text without reading or explaining the meaning of the text using the 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.			
			2.3	2.3 The purpose of this strategy is to improve student achievement to the next levels to through frequent participation in higher order thinking/questions, labs and discussion to extend and	2.3	2.3	2.3

			deepen conceptual knowledge of Science. Students will develop problem-solving and Scientific Process skills as they plan investigations during a range of opportunities provided by teachers through variety of external resources and settings in addition to classroom based work. To achieve this goal, science teachers will plan differentiated lessons and activities with increased rigor and meet differentiated needs of students. <u>Action Steps</u> 1. Teams will share and discuss student performance data from Chapter/Unit Assessments/Formative Assessments and Classwork/Labs. 2. PLCs discuss needs of students at various abilities and plan lessons using elements of depth and complexity. 3. PLC Discuss ways in which teachers can challenge some students to answer open ended questions by planning investigations, and drawing scientific conclusions and sharing data. 4. PLC teachers plan lessons with a wider range of hands on experiences and scaffolding of questions with increased student involvement through discussions and dialogue with students proposing explanations and			

			conclusions. 5. PLCs record their work in the PLC logs.			

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Data Chats	Grade 5	Administrator	5th Grade	November through April	Monitoring is Informal Observations	Administration Team
FCAT Science Boot Camp	Each day students will receive basic training about what the Big Idea is all about, hands on labs correlated with benchmarks, as well as virtual readiness using GIZMO.	Science SAL	Each day students will receive basic training about what the Big Idea is all about, hands on labs correlated with benchmarks, as well as virtual readiness using GIZMO.		Each day students will receive basic training about what the Big Idea is all about, hands on labs correlated with benchmarks, as well as virtual readiness using GIZMO.	Science Teachers 6-8
Webb's Depth of Knowledge	Grades K-5	Administrator	K-5 teachers	Faculty Meetings (November)	Team Meetings	Administration Team

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**
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 82% to 84%.	2012 Current Level of Performance:* **82%**	2013 Expected Level of Performance:* **84%**					
			1.1 -Lack of common planning time to facilitate and hold PLC -Lack of opening school data Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	1.1 . **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through teachers using the Continuous Improvement Model with core curriculum. School will implement embedded writing assessments in the core curriculum and monthly/ongoing formative writing assessments to monitor student progress/improvement. Action Steps 1. Using baseline data, PLCs monitor student performance and make instructional adjustments. 2. As a Professional Development activity PLCs participate in discussions that share PLC data, trends, and best-practice instructional strategies. These discussions are held in both horizontal (across course) and vertical (across grade levels) groups. 3. Teachers and students will	1.1 Who Administration How Monitored - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs - Informal/ formal Observation & Evaluation Form (EET tool). - Springboard Walk-Through Observation	1.1 PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will monitor the increase in the number of students reaching 4.0 or above on the monthly writing prompt. Teachers will share data logs with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for rends at a minimum of once per nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1 - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. Monthly celebrations will help motivate students. - Embedded writing assessments from the core curriculum - Student portfolios

			maintain writing portfolios to demonstrate student engagement in all stages of the writing process. 4. Students will complete scaffolded activities prior to required Embedded Assessments and teachers will share reflections of student growth or need in order to inform instruction. 5. Teachers and students will engage in metacognitive reflection of embedded assessments to celebrate attainment of writing skills and goals and to identify continuing needs and adjust instruction. 6. As a Professional Development activity, PLCs meet and discuss data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students. 7. PLCs review nine week data, set a new goal for the following nine weeks. 8. PLCs record their work in The PLC logs. Two months prior to FCAT Writes, Grade 4 students will attend a Writing Boot Camp aimed at strengthening their writing crafts.	Form *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*		

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.

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

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
K/1 Calibration	K-1	Sandoval	K-1	11/5/12	Informal Evaluation, Formal Evaluations, Walkthroughs, Monthly Data	AP/ Principal
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Writer's Workshop	K-5	Sandoval/Griffin	K-5 Teachers	October	Administrative Walk Throughs/PLC Logs	Administrative Team
2-5 Calibration	2-5	Snyder	2-5 Teachers	10/30/12	Informal Evaluation, Formal Evaluations, Walkthroughs	AP/ Principal
Moodle Training	K-5	Creed	K-5 Teachers	11/27/12	Informal Evaluations, Formal Evaluations, Walkthroughs	AP/ Principal

End of Writing Goals

Attendance Goal(s)

<table>
<tr><th colspan="3">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="3">Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">1. Attendance</td><td>1.1
-Attendance committee needs to meet on a regular basis throughout the school year.
-Need support in building and maintain the student database.</td><td>1.1
<u>Tier 1</u>
The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.</td><td>1.1
Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</td><td>1.1
Attendance committee will monitor the attendance data from the targeted group of students.</td><td>1.1
Instructional Planning Tool
Attendance/Tardy data
Ed Connect</td></tr>
<tr><td rowspan="6"><u>Attendance Goal #1:</u>

Students will increase their attendance from 95.96 % to 96.50%.</td><td><u>2012 Current Attendance Rate:*</u></td><td><u>2013 Expected Attendance Rate:*</u></td><td rowspan="6"></td><td rowspan="6"></td><td rowspan="6"></td><td rowspan="6"></td><td rowspan="6"></td></tr>
<tr><td>95.96%</td><td>96.50%</td></tr>
<tr><td><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></td><td><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></td></tr>
<tr><td>132</td><td>150 (10% less than previous year- Due to growth in student population)</td></tr>
<tr><td><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></td><td><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></td></tr>
<tr><td>188</td><td>212(10% less than previous year- Due to growth in student population)</td></tr>
<tr><td colspan="2"></td><td>1.2
-Need an Edline Attendance Waiver to increase the number of</td><td>1.2
<u>Tier 1</u>
All teachers will post their attendance to EdLine at a</td><td>1.2
Assistant Principal/Team leaders/ Department</td><td>1.2
Principal will use Edline reports to evaluate teachers adherence to policy</td><td>1.2
Edline Reports</td></tr>
</table>

		teachers posting on a weekly basis.	minimum of once per week allowing parents to monitor attendance.	Heads will monitor Edline		
		1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.3 Social Worker Guidance Counselor PSLT	1.3 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.	Instructional Planning Tool Attendance/Tardy data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	6-8	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP

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**

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

1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Tier 1 - CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.	1.1 Who -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: Student suspensions will decrease by 25% due to a comprehensive positive behavior support system (CHAMPS) and the character education policy, which includes the IB learner profiles and IB attitudes.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	132	**100**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	72	**54**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	117	**88**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	62	**47**					
			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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				meetings)		
CHAMPS	K-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs
Character Education Policy	K-8	Sarah Tierney and Hema Adhia	School-wide	Preplanning	Administrative Walkthroughs	IB Coordinators

End of Suspension Goals

Parent Involvement Goal(s)

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

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. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8.	Principal/ Guidance Counselors/ APC/ Physical Education Teacher	Checking of student schedules.	Student schedules, master schedule.
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 65% on the Pretest to 75% on the Posttest.	2012 Current Level :* **65%**	2013 Expected Level :* **75%**					
			1.2.	Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	Physical Education Teacher	Classroom Walkthroughs and class schedules.	PACER test component of the FITNESS GRAM PACER for assessing cardiovascular health.
			1.3	Elementary students will engage in 150 minutes of physical education per week in grades	Principal	Classroom Walkthroughs and class schedules.	Classroom teachers document in their lesson plans the 90 minutes of "Teacher Directed" physical

			kindergarten through 5th grade.			education that the students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining 60 minutes of the mandated 150 minutes of Elementary physical education.
			Use the playground or fitness course equipment; walk, run, jog activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 Minutes of Elem. Physical Education folder on IDEAS.	Physical Education Teacher	Lesson Plans of Physical Education Teacher	PACER test component of the FITNESSPROGRAM PACER for assessing cardiovascular health.

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

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

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 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.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
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 60% in 2012 to 75% in 2013.	2012 Current Level :* **60%**	2013 Expected Level :* **75%**					
	1.2 -Not enough time to meet in PLCs.						
			1.3.	1.3.	1.3.	1.3.	1.3.

Commented [DP20]: You said 75% here but to the right column at 80%. Please correct one of these.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<table>
<tr><td colspan="3">A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</td><td>A.1.
N/A- No students taking FAA</td><td>A.1.</td><td>A.1.</td><td>A.1.</td><td>A.1.</td></tr>
<tr><td rowspan="2">Reading Goal A:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td></tr>
<tr><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td></tr>
<tr><td colspan="3">B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</td><td rowspan="2">B.1.</td><td rowspan="2">B.1.</td><td rowspan="2">B.1.</td><td rowspan="2">B.1.</td><td rowspan="2">B.1.</td></tr>
<tr><td rowspan="2">Reading Goal B:

NA</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td></td><td></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td></tr>
<tr><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td></tr>
</table>

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The number of students whom are scoring proficiently on the listening and speaking portion of the CELLA will increase from 50 in 2012 to 55 in 2013.	2012 Current Percent of Students Proficient in Listening/Speaking: **60%**	**See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Commented [DP21]: Please write a goal and complete data.

Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The number of students proficient in the reading portion of the CELLA will increase from 49 in 2012 to 53 in 2013.	2012 Current Percent of Students Proficient in Reading : **35%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1. **See**	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The number of students proficient	2012 Current Percent of Students Proficient in Writing :					

Commented [DP22]: See comment above.

Commented [DP23]: See comment above.

in the writing portion of the CELLA test will increase from 50 in 2012 to 55 in 2013.	**20%**	**Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**				
		2.2. 2.3	2.2. 2.3	2.2. 2.3	2.2. 2.3	2.2. 2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1. **No students**	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

			taking FAA				
			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:*					
N/A							
			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, Middle and High Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1. -No Students taking FAA	J.1.	J.1.	J.1.	J.1.
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: N/A	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.

Commented [DP24]: There was no information on the SIP development form about our Biology EOC testing. We did not have an EOC exam in Biology.

Commented [DP25]: See comment above.

Biology Goal L: N/A	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			2.2. 2.3	2.2. 2.3	2.2. 2.3	2.2. 2.3	2.2. 2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			No Students Taking FAA				
Writing Goal M: N/A	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			M.2. M.3.	M.2. M.3.	M.2. M.3.	M.2. M.3.	M.2. M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Improve student participation in the robotics program.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

Commented [DP26]: All schools need to complete a CTE Goal. Please complete this section. See the Mock or TAD 2 for assistance.

CTE Goal(s)	**Problem-Solving Process to Increase Student Achievement**

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

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: 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 60% in 2012 to 75% in 2013.	1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
	1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 Who Leadership team How Leadership team aggregates the data	1.2 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.2 PLC Survey materials from Teams to Teach (Anne Jolly)
	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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

X 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
Final Amount Spent			