Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lomax Elementary Magnet	District Name: Hillsborough
Principal: Connie D. Chisholm	Superintendent: MaryEllen Elia
SAC Chair: Regina Dickens	Date of School Board Approval:

Student Achievement Data:

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

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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	Connie Chisholm	BA MA Elem. Ed. , Ed. Leadership, Principal	4 years	7	2005-2009 School Grade-A, AYP met in all areas except Blacks (math); Low SES (reading) (Seminole & Lomax) 2009-2010 School Grade-B AYP not met for Blacks, Hispanic & Low SES (Lomax) 2010-2011School Grade C: AYP not by Blacks in Mathematics 2011-2012 School Grade A:AMO met all areas except White (Reading)
Assistant Principal	Marisa Brody	BA MA, Elem. Ed; Ed. Leadership	3years	3 years	2006-2009 School Grade-A; AYP meet in all areas (Lake Magdeline) 2009-2010School Grade B: AYP not by Blacks, Hispanics, and Low SES (Lomax) 2010-2011School Grade C: AYP not by Blacks in Mathematics 2011-2012 School Grade A: AMO met all areas except White (Reading)

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.

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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)
K-5	Vicki Powell, Reading Coach	BS, MS	1	5 years	2007-2010 School Grade-A; AYP meet in all areas (Carrollwood); 2010-2011 School Grade-C AYP not met for Blacks (Math)@Lomax

2011-2012 School Grade A- AMO met all areas except White (Reading) @Lomax |
| K-5 | Stephanie Bowen, Math Resource | BS, MS | 7 Years | 3 year | 2005-2009 School Grade-A, AYP met in all areas except Blacks (math); Low SES (reading) (Lomax)

2009-2010 School Grade-B AYP not met for Blacks,

2010-2011 School Grade-C AYP not met for Blacks (Math)

2011-2012 School Grade A- AMO met all areas except White (Reading) |

Highly Qualified Teachers

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

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

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All teachers are highly qualified	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators**
2 teachers are not ESOL certified	Meet with the teachers four times per year to discuss progress on: • Completing classes need for ESOL certification

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
35	8.6% (1)	32% (12)	46% (17)	14.2% (5)	43% (15)	100	0	5.7% (2)	54% 21

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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
Rosemie Korpi District EET Mentor	Kaitlin Kerney (2nd year teacher)	The district-based mentor with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Rosemie Korpi District EET Mentor	Katie Yates (2nd year teacher)	The district-based mentor with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Rosemie Korpi District EET Mentor	Brittany Morgan (1st year teacher)	The district-based mentor with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving

Additional Requirements

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations

Other
NA

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

School-Based MTSS/RtI Team
School-Based RtI Team
Identify the school-based MTSS Leadership Team.   • Principal   • Assistant Principal   • Guidance Counselor   • School Psychologist   • Social Worker   • Academic Coaches (Reading, Math)

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Describe the role of 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?

Role:

- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.

- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness

How:

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.

2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.

3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership Team will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

  - Tutoring during the day in small group pull-outs in reading, math and science

  - Extended Learning Programs before, during and after school

  - Saturday Academy

  - Intensive Reading and Math classes

  - Create, manage and update the school resource map

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed

- Strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs

- Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*

- Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

- Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the Leadership Team)

- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.

- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach , Math Resource, APEI
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, Individual Teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, Individual Teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, Individual Teachers
DRA-2	School Generated Excel Database	Individual Teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator/Individual Teachers
CELLA	Sagebrush (IPT)	ELL Leadership Team Representative, APEI
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/ Specialty PSLT
Teachers' common core curriculum assessments on units of instruction/big idea	Ed-Line PLC Database PLC Logs	Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Members

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Describe the plan to train staff on MTSS.
The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.
As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.
Describe plan to support *MTSS*.
Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:
• Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
• Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
• Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal

- Assistant Principal

- Reading Coach

- Media Specialist

- Representatives from the PLCs for each grade level, K-5

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas

- Professional Development

- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas

- Data analysis (on-going)

- Implementation of the K-12 Reading Plan

NCLB Public School Choice

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- **Notification of School in Need of Improvement (SINI) Status**
  Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**
  Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). Parents are provided with a letter from the Commissioner of Education, explaining the assessments.   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 and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary... 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 will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. 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.

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PART II: EXPECTED IMPROVEMENT

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**		

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| 1. **FCAT 2.0:** Students scoring proficient in reading (Level 3-5). | 1.1.

- Teachers vary in knowledge of how to differentiate instruction for readers within the Reader's Workshop model.

-Teachers vary in knowledge regarding the identification and use of effective progress monitoring tools for reading.

-Lack of common planning time to discuss best practices before the unit of instruction.

- Lack of common planning time to identify and analyze core curriculum assessments. | 1.1.

This reading strategy crosses all content areas.

The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participating in lessons where teachers consistently follow the **Gradual Release lesson delivery** model such as:

--Explicit instruction, modeled instruction, guided practice, and independent practice.

--I do, we do, you do

--Preview, guided practice, independent practice, process

(EET Rubric: 1a, 1b, 3a, 3c, 3e)

Action Steps

Action steps for this strategy are outlined on grade level/content area PLC action plans | 1.1.

Who

-Principal

-Assistant Principal

-Reading Coach

-PLC Facilitators

-Peer and Mentor Evaluators

How

-PLC logs turned into administration. Administration provides feedback.

-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.

-EET formal evaluations

-EET Pop-Ins (Admin and Peer/Mentor)

-EET formal observations (Admin and Peer/Mentor)

-EET informal observation(Admin and Peer/Mentor)

-School-based informal walk-through form which includes the school's SIP strategies. | 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 a grading system...

-Teachers chart their students' individual progress towards the SMART Goal.

PLC/Grade Level

Using the individual teacher data, PLCs calculate the SMART goal data across all classes- For each class/course; PLCs chart their overall progress towards the SMART Goal.

Leadership Team Level

PLC facilitator/ Grade Leader shares data with the Problem Solving Leadership Team.

-Data will be used to plan for future supplemental instruction | 1.1.

3x Per Year

FAIR Assessment

During Grading Period

-Student Projects

-Pre, Post, Mid Assessments

- Running Records

Monthly

-Imagination Station Assessment

Ongoing

Successmaker | | |

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Reading Goal #1: In grades 3-5, the percentage of students scoring at a Level 3 or higher on the 2013 FCAT Reading will increase from 70% to 73%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	73%					

		1.2.	**Strategy:**	1.2.	1.2.	1.2.	
		- Lack of common planning time -Teachers are at varying levels of understanding of Differentiated Instructional strategies.	**This reading strategy crosses all content areas.** The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate **Differentiated Instruction** strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster/ Ability Grouping -Heterogeneous/Mixed Ability Grouping -Individualized Work/ Independent Study -Whole Class Instruction -Pairs or Partners — **Action Steps** Action steps for this strategy are outlined on grade level/ content area PLC action plans	Who -Principal -Assistant Principals -Reading Coach -PLC Facilitators -School Reading Leadership Team How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/ Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	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 a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/ course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team — -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate	3x per year (Reading) - FAIR On-going Progress Monitoring During Grading Period -Student Projects -Common Assessments (Pre-, Post and Mid) -Student independent reading conference forms -Comprehension strategy weekly assessments - Running Records - End-of-unit/chapter tests Monthly -Imagination Station Assessment Ongoing Successmaker	

					the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.		

			1.3.	1.3.	1.3.	1.3. Teacher Level	1.3	
		1.3.	Strategy **This reading strategy crosses all content areas.** Students' comprehension of course content/ standards increases through participation in **higher order thinking questioning techniques Webb's Depth of Knowledge** to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** -**Action Steps** Action steps for this strategy are outlined on grade level/ content area PLC action plans	Who -Principal -Assistant Principals -Reading Coach -PLC Facilitators -School Reading Leadership Team How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy... --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/ Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	-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 a grading system. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective higher order activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	3x per year (Reading) - FAIR On-going Progress Monitoring During Grading Period Common assessments (pre, post, mid, section, end of unit, intervention checks) -Student independent reading conference forms - Running Records - Formative A, B, and C Tests Monthly -Imagination Station Assessment Ongoing Successmaker	

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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 of how to differentiate instruction for readers within the Reader's Workshop model. -Not all teachers have attended SEM-R training. -Teachers vary in knowledge regarding the identification and use of effective progress monitoring tools for reading. -Lack of common planning time to discuss best practices before the unit of instruction. - Lack of common planning time to identify and analyze core curriculum assessments.	2.1. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of the **SEM-R 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 -ongoing assessment through individual student conferencing. -implementation of comprehension tool kit **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans	2.1. Who -Principal -Assistant Principals -Reading Coach -PLC Facilitators -School Reading Leadership Team How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy… --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/ Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	2.1. 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 a grading system. -Teachers chart their students' individual progress towards the SMART Goal. PLC/Department Level Using the individual teacher data, PLCs calculate the SMART goal data across all classes- For each class/course; PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction	2.1. 3x per year (Reading) - FAIR On-going Progress Monitoring During Grading Period Students' written responses reflecting vocabulary development -Student independent reading conference forms -Ongoing Running Records Monthly -Imagination Station Assessment Ongoing Successmaker		

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Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring at a Level 4 or higher on the 2013 FCAT Reading will increase from 38% to 41%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	38%	41%				
		2.2. Teachers vary in knowledge in how to ask higher order/open ended questions during instruction. - Not all teachers attended HOTS trainings. - Lack of common planning time.	2.2. Strategy **This reading strategy crosses all content areas.** Students' comprehension of course content/ standards increases through participation in **higher order thinking questioning techniques Webb's Depth of Knowledge** to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** **Action Steps** Action steps for this strategy are outlined on grade level/ content area PLC action plans.	2.2. Who -Administrators -Reading Coach -PLC Facilitators - Reading Leadership Team How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy... --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based walk-through form which includes the SIP strategies.	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 a grading system. -Teachers chart their students' individual progress towards the SMART Goal. PLC/Department Level Using the individual teacher data, PLCs calculate the SMART goal data across all classes- For each class/course; PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction.	2.2 3x per year (Reading) - FAIR On-going Progress Monitoring During Grading Period Students' written responses reflecting vocabulary development -Student independent reading conference forms -Ongoing Running Records Monthly -Imagination Station Assessment Ongoing Successmaker

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

3. **FCAT 2.0:** Points for students making Learning Gains in reading.	3.1.	3.1	3.1	3.1	3.1		
	- Teachers vary in knowledge of how to differentiate instruction for readers within the Reader's Workshop model. -Teachers vary in knowledge regarding the identification and use of effective progress monitoring tools for reading. -Lack of common planning time to discuss best practices before the unit of instruction. - Lack of common planning time to identify and analyze core curriculum assessments.	**Strategy:** **This reading strategy crosses all content areas.** The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate **Differentiated Instruction** strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster/ Ability Grouping -Heterogeneous/Mixed Ability Grouping -Individualized Work/ Independent Study -Whole Class Instruction -Pairs or Partners **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans	Who -Principal -Assistant Principals -Reading Coach -PLC Facilitators -School Reading Leadership Team How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/ Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	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 a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/ course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental	3x per year (Reading) - FAIR On-going Progress Monitoring During Grading Period -Student Projects -Common Assessments (Pre-, Post and Mid) -Student independent reading conference forms -Comprehension strategy weekly assessments - Running Records - End-of-unit/chapter tests Monthly -Imagination Station Assessment Ongoing Successmaker		

				instruction for targeted students and future professional development for teachers.			
Reading Goal #3: Points earned form students making learning gains on the 2013 FCAT Reading will increase from 66 to 69 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66 points	69 points					

		3.2.	3.2.	3.2. Who	3.2.	3.2	
		Teachers vary in knowledge in how to ask higher order/open ended questions during instruction. - Not all teachers attended HOTS trainings. - Lack of common planning time.	Strategy **This reading strategy crosses all content areas.** Students' comprehension of course content/ standards increases through participation in **higher order thinking questioning techniques Webb's Depth of Knowledge** to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** **Action Steps** Action steps for this strategy are outlined on grade level/ content area PLC action plans	-Principal -Assistant Principals -Reading Coach -PLC Facilitators -School Reading Leadership Team How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy... --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/ Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	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 a grading system... -Teachers chart their students' individual progress towards the SMART Goal. PLC/Department Level Using the individual teacher data, PLCs calculate the SMART goal data across all classes- For each class/course; PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction	3x per year (Reading) - FAIR On-going Progress Monitoring During Grading Period Students' written responses reflecting vocabulary development -Student independent reading conference forms - -Ongoing Running Records Monthly -Imagination Station Assessment Ongoing Successmaker	

3.3	3.3	3.3	3.3	
Strategy	**Who**	**Teacher Level**	**3x per year**	
This reading strategy crosses all content areas. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of **student engagement** is revealed through teacher analysis of students' level of engagement during a coherent well-designed lessons.**(EET 3c)**	-Principal -APEI -Reading Coach -Peer and Mentor Evaluators **How** -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/ Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	-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 a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. **PLC Level** -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.	- FAIR **During the Grading Period** -Common assessments (pre, post, mid, section, end of unit) -Projects	
This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning. **-Grouping of students are:** -- Productive and fully appropriate to the students or to the instructional purposes of the lesson. --influenced by the students information or adjustment. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally.		**Leadership Team Level** -Leadership Team determines what specific data will be reported to the Leadership Team-Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.		

			--initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps** Action steps for this strategy are outlined on grade level/ content area PLC action plans.				
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.	4.1. *SEE 3A*	4.1.	4.1.	4.1.	4.1.		

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Reading Goal #4:		2013 Expected Level of Performance:*					
Points earned from Students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 79 to 82 points.							
	79 points	82 points					
		4.2. *SEE 3B*	4.2.	4.2.	4.2.	4.2.	
		4.3 *SEE 3C*	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:							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. White:	5A.1. See Goals 1, 3 & 4	5A.1.	5A.1.	5A.1.		

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Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 68% to 71%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 65% to 68%. . The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 61% to 64%. .							
	White:68% Black:Y Hispanic:Y Asian:Y American Indian:N/A	White:71% Black: Hispanic: Asian: American Indian:					

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		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**		

Reading Professional Development

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

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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
Gradual Release	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms	Optional peer teacher observations	Reading Coach
Student Engagement	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms		Reading Coach
Higher Order Thinking	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms	Optional peer teacher observations	Reading Coach
Differentiated Instruction	K-5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
		-Reading Coach		-Demonstration Classrooms	Optional peer teacher observations	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**		

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1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1.	1.1.	Who	Teacher Level	1.1.		
	-Teachers need more work in the area of effective instructional delivery in mathematics.	The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participating in lessons where teachers consistently follow the **model for effective mathematics instruction** model such as: --You Think – Student Problem Solving --We Share, Teacher facilitates --Student applies, Teacher supports & refines **(EET Rubric: 1a, 1b, 3a, 3c, 3e)** **Action Steps** **Plan** *Teacher PD* -Math Resource Teacher and Team leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity	-Principal -APEI -Math Resource Teacher -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	-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 a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class/ course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track	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.)		

		to problem solve using a research-based lesson format that promotes a students' critical thinking. (EET **Rubric: 1a, 1b, 3a, 3c, 3e)** _Planning/PLCs before the Lessons_ -Within PLCs, teachers brainstorm ideas for implementing the model for effective mathematics instruction such as: --Discuss and plan out how much time it will take for each component of the model within an upcoming lesson or concept based on individual student needs (e.g.: ELL, Advance Placement, etc.) --Discuss specific guided practice teaching strategies that can be implemented in upcoming lessons such as Student thinks, We Share, Student Applies --Discuss specific strategies for involving students in active participation in learning such as:		student progress. -PLC facilitator/ Grade Level Leader shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.			

		*Collaborative structures *Manipulatives *Accountable Talk --Discuss and plan ways to increase student problem solving and discussion of strategies learned in the lesson. (instead of lesson being teacher centered) **(EET Rubric: 1a, 1b, 4d)** -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the questions" "What/Where is the math in essential question?" What are common misconceptions?" How will the tasks/ questions I have selected help me address the above questions." "How do we know if they have learned it?" **Do/Check**				

		Teacher Actions in the Classroom -Teachers implement the effective mathematics instruction model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. **(EET Rubric: 3a, 3c, 3e)** -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching.				

		(EET Rubric 4a) -Using the data, effective mathematics instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** *Administrators/ Leadership Team* -Through walkthroughs teachers are identified that excel in effective mathematics instruction strategies and techniques in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/ Grade Leaders put effective mathematics instruction strategies and techniques on every agenda, allowing teachers to share successes and challenges. - Effective mathematics					

		instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase effective mathematics instruction strategies and techniques.				
Mathematics Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 74% to 77%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	74%	77%				

		1.2.	1.2	Who	Teacher Level	
		-Teachers are at varying levels of using collaborative structures	**Strategy** The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of **student engagement** is revealed through teacher analysis of students' level of engagement during a coherent well-designed lessons **(EET 3c)** This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning. **-Grouping of students are:** -- Productive and fully appropriate to the students or to the instructional purposes of the lesson. --influenced by the students information or adjustment. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally.	-Principal -APEI -Math Resource Teacher -Peer and Mentor Evaluators. **How** -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/ Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	-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 a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class. -Teachers chart their students' individual progress towards mastery. **PLC Level** -PLCs calculate the average unit assessment score for all their students across the PLC per class/ course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. **Leadership Team Level** -Leadership Team determines what specific data will be reported to the Leadership Team Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Team Leaders shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students	**2x per year** District Baseline and Mid-Year Testing Semester Exams **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit) Ongoing: Successmaker Math

			--initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** **Plan** *Teacher PD* -Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom. *PLCs Before the Lesson* -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. -PLCs discuss how to use the student engagement rubric. -Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g., manipulatives, technology, supplemental reading, speakers, real world		and future professional development for teachers.		

			connections)				
			-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **(EET Rubric 1f, 4d)**				
			Do/Check				
			Teachers in the Classroom				
			- Teachers use engagement tools in the classroom to enhance deep learning.				
			-Teachers recognize the critical distinction between a classroom in which students are compliant and busy.				
			-Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions.				
			-Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding.				
			-Teachers reflect on students' engagement by utilizing the **Student Engagement Rubric** on a regular basis.				
			-At the end of the unit, teachers administer the common assessment.				
			-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)**				

			Check/Act				
			PLCs After the Common Assessment				
			-Teachers bring their Engagement Rubrics back to the PLCs for discussion.				
			-Teachers bring their common assessment data back to the PLCs.				
			-Based on the data (Engagement Rubric and common assessment), teachers reflect on their own teaching. **(EET Rubric 4a)**				
			-Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)**				
			Administrators/Leadership Team				
			-Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. **(EET 4d, 4e)**				
			-Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)**				
			-PLC Facilitators/Subject Area Leaders/Department Heads put student engagement on every agenda, allowing teachers to share successes and challenges.				
			-The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating				

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			on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1	Who	Teacher Level	2.1.		
	- Teachers are at varying skill levels with higher order questioning techniques.	**Strategy**	-Principal	-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.			
	- PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.	The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/ standards increases through participation in **higher order thinking questioning techniques** using **Webb's Depth of Knowledge** to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/ prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)**	-APEI -Math Resource Teacher -Peer and Mentor Evaluators **How** -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	-Teachers maintain their assessments in a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/ course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Grade Level Leaders share data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for			
		Action Steps **Plan** *Teacher PD for General Higher Order* -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -The Math Resource Teacher provide support in higher order strategies during the first and second semester using strategies from "Teach Like a Champion" book. **(EET 4d, 4e)**					

				teachers.			
		Planning/PLCs Before the Lesson -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question 'How do we know if they have learned it?" **(EET Rubric 1f, 4d)** -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. **(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)** -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. **(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)** **Do/Check** _Teachers in the Classroom_ -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-					

		level understanding in an effective manner. **(EET Rubric 1b, 3b, 3e)** -During the lesson, teachers successfully engage all students in the discussion. **(EET Rubric 1b, 3b, 3e)** -Students formulate many of the high-level questions and ensure that all voices are heard. **(EET Rubric 3b)** -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. **(EET Rubric 1c, 3a, 3b, 3c)** -At the end of the unit, teachers administer the common assessment. **Check/Act** *PLCs After the Common Assessment* -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)**				

		-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** _Administrators/ Leadership Team_ -Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques/ using Webb's Depth of Knowledge in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/ Subject Area Leaders put higher order thinking questioning techniques using Webb's Depth of Knowledge questions on every agenda, allowing teachers to share successes and challenges. -The higher order strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. _Whole Faculty_ -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase				

		higher order thinking effective strategies.				
Mathematics Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Math will increase from 40% to 43%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	40%	43%				
		2.2. SEE GOAL 1.2	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

3. **FCAT 2.0:** Points for students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
	1.1 SEE	SEE 1.1					
Mathematics Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 80 to 83.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80 Points	83 Points					

		-Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	**3.2** **Strategy:** The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate **Differentiated Instruction** strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster/ Ability Grouping -Heterogeneous/Mixed Ability Grouping -Individualized Work/ Independent Study -Whole Class Instruction -Pairs or Partners **Action Steps** **Plan** *Teacher Planning* -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. Specifically, PLCs use the checklist/ self-assessment from *Successful Teaching in The Differentiated Classroom* to plan their lessons (See Appendix for checklist):	Who -Principal -AP -Math Coach -Math Resource Teacher -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/ Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	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 a grading system. -Teachers use the grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/ course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team-Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/Grade Level Teams shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students	3.2.	

			Do I give my students: --Different ways to take in information --Different amounts of time to complete the work --Different assignments depending on ability, readiness, comprehension level, learning preferences/ styles, and interests. -Different types of assessments **For all students, do I:** --Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study. --Create a variety of activities and tasks that allows students to explore concepts and standards in different ways. -Give students choices in some of their learning activities. **For High Performing, Gifted, Honors and Advanced Students, do I:** --Make modifications to ensure students are challenged with higher-level thinking activities. -Use curriculum compacting, independent study, and extension activities where appropriate **For Lower Ability and Students with Learning Difficulties:** -Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.		and future professional development for teachers.		

			For English Language Learners:				
			--Use gestures, visuals and graphic organizers when explaining concepts				
			-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.				
			-Recognize cultural/ experiential differences, and when feasible includes these in units and examples.				
			(EET Rubric 4d, 4e)				
			-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. **(EET Rubric 1b)**				
			-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)**				
			-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"				
			Do/Check				
			Teachers in the Classroom				
			-Teachers implement lessons using Differentiated				

		Instruction activities. **(EET Rubric 3c)** -At the end of the unit, teachers give a common assessment identified from the core curriculum material. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring their common assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** -Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students. *Administrators/Leadership Team* -Through walkthroughs		

			teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. **(EET 4d, 4e)** __ -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Team Leaders put Differentiated Instruction strategies and techniques on every agenda, allowing teachers to share successes and challenges. - Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase **Differentiated Instruction** strategies and techniques.				
		3.3.	3.3.	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. **FCAT 2.0:** Points for students in Lowest 25% making learning gains in mathematics.	4.1. See goals 1 and 3	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 76 to 79 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76 Points	79 Points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Fidelity Check

Who and how will the fidelity be monitored? | Strategy Data Check

How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| **5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | | | | | | | |
| Math Goal #5: | | | | | | | |
| **5A. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics** | 5A.1.

White:

Black:

Hispanic:

Asian:

American Indian: | 5A.1. | 5A.1. | 5A.1. | 5A.1. | | |

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Mathematics Goal #5A: The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 79% to 81%. The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 67% to 69%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White:Y Black:Y Hispanic:Y Asian:Y American Indian:N/A	White: Black: Hispanic: Asian: American Indian:				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.

		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Model for Effective Mathematics Instruction	K-5	-Math Resource Teacher	Math	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team
Student Engagement	K-5	- PLC Leaders --Math Resource Teacher - PLC Leaders	Math	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs	Administration Team

Higher Order Thinking	K-5	--Math Resource Teacher	Math	-PLCs: On-going	Classroom walk-throughs	Administration Team
		- PLC Leaders		-Demonstration Classrooms	Optional peer teacher observations	

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**		

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1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold Vertical PLCs for like courses.	1.1 **Strategy** Students' science skills will improve through participation in the **5E instructional model.** **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers	1.1 Who Principal APEI Science Leadership Team How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)		

		give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.				
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 45% to 48%.	2012 Current Level of Performance:* 45%	2013 Expected Level of Performance:* 48%				

		1.2.	1.2.	1.2	1.2.	1.2.	
		-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	**Strategy** Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** *Within PLCs:* -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-	**Who** -Principal -APEI **How** -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.	-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	

			Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate monthly for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/ units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group.				

			-PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/ coach walk-through data, PLC collaboration, and student data.				

		1.3	1.3	1.3	1.3	1.3	
		-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)	**Strategy** Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, **scientific processes**, **laboratory experiences, and uses of technology** (animations, probeware, digital microscopy). **Action Steps** -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on problem based (at least 1 unit per grade level per big idea), learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the 5E Instructional Model. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate	Who Administration How Monitored -Classroom walk-throughs observing this strategy.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2x per year District-level baseline and mid-year tests During the Grading Period -Unit assessments -Science Notebooks	

| | | | and test hypotheses and draw conclusions.

-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.

-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.

-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.

-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty). | | | | |
|---|---|---|---|---|---|---|
| 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** | | |

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. - Teachers are at varying skill levels with higher order questioning techniques. Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 **Strategy** Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least two times per nine weeks. _ **Action Steps** *Professional Development* -The Reading Coach along with the Departmental Leaders/Coach/ SAL conduct small group departmental trainings to	2.1 Who Principal APEI Reading Coach Reading Leadership Team How Monitored Administration, - PLC logs turned into administration. -Administration provides feedback.	Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and EOC administration _ _ During the Grading Period -mini-assessments -unit assessments		

		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.					

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		-Write in response to essential question using textual evidence.					
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 13% to 16%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	13%	16%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

5 E Instructional Model	K-5	-	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC Leaders		-	Optional peer teacher observations	
Close Reading	K-5	-	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC f Leaders		-	Optional peer teacher observations	
Plan Do Check Act Model	K-5	-	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC Leaders		-	Optional peer teacher observations	

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**		

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1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1	1.1	1.1	1.1	1.1.		
	Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) *Plan:* -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing for 4th grade teachers -Training to	Who Principal APEI District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios		

		facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students ***Do:*** -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing ***Check:*** Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need					

		- -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)				
Writing/LA Goal #1: In grade 4, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 93% to 96%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	93 %	96%				

| | | 1.2 Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric.

-Teachers need updated training in FCAT Writing 2.0

-Teachers do not have confidence using holistic scoring methods

-Teachers lack sufficient time to score student papers

-Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing | 1.2

Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods.

Action Steps

-As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings.

-As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.

 -Based on baseline data, PLCs write SMART goals for each Grading Period.

-As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting | 1.2

Who

Principal

APEI

How Monitored

-PLC logs turned into administration. Administration provides feedback.

-Classroom walk-throughs observing this strategy.

-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.

-EET Pop-Ins (Admin and Peer/Mentor)

-EET formal observations (Admin and Peer/Mentor)

-EET informal observation(Admin and Peer/ Mentor)

-School-based informal walk-through form which includes the school's SIP strategies. | 1.2 PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.

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 chart the increase in the number of students reaching 3.5 or above on the monthly writing prompt.

PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends in growth and decline. PSLT will develop strategies to support students who show | 1.2.

Student monthly demand writes/formative assessments

-Student daily drafts

-Student revisions

-Student portfolios | |

			student writing with state anchors. -Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, grammar, spelling and genres as a list of essential teaching points for the month ahead. -Teachers implement the ideas based on specific student needs using Star Interviews. -As a Professional Development activity PLCs examine student conference notes, daily drafts, and monthly demand writes and adjusts the monthly writing menu of teaching points and share ideas to grow students. -PLCs review Grading Period data, set a new goal for the following Grading Period. -PLCs record their work in the PLC logs.		lack of progress. PLCs will participate in rubric Norming sessions to identify teacher barriers impeding effective holistic scoring.		
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies	3-5	PLC Leaders	Language Arts Teachers	PLCs: On-going	Classroom walk-throughs Optional peer teacher observations	Administration Team
Rubric Training	3-5	Writing Contact Representative District Trainers	Language Arts Teachers	As Needed	Shared scoring among PLC	Administration Team
Holistic Scoring Training	3-5	District Trainers	Language Arts Teachers	As Needed	Shared scoring among PLC	Administration Team

Open-ended conferencing questions	K-5 Writing	Teacher Team Leader Writing Contact Representative	PLC-grade level and vertical teams	-PLCs: On-going	Peer observations, Self-evaluation with video footage, PLC review of conferencing notes, Post-conference revised student pieces Walk-throughs targeted to monitor open-ended conferencing questions	Teacher, Team Members, Writing Contact Representative, APEI

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives	1.1. Guidance Counselor will run Attendance/Tardy meetings every 20 days with appropriate reports Guidance Counselor will maintain data base and notify parents of excessive absences and tardies. Students with excessive absences and tardies will be required to return to neighborhood school.	1.1. Administration Team and subset of LT will examine data monthly	1.1. Attendance Reports of Absences and Tardies Attendance Plan		

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| Attendance Goal #1:

1. The attendance rate will increase from 96.36% in 2011-2012 to 96.40% in 2012-2013.

2.The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10%	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	96.36	*96.40*				
	2012 Current Number of Students with Excessive Unexcused Absences

(10 or more) | 2013 Expected Number of Students with Excessive Unexcused Absences

(10 or more) | | | | |
| | *19 Students* | *17Students* | | | | |
| | 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more) | 2013 Expected Number of

Students with Unexcused Excessive Tardies

(10 or more) | | | | |
| | *N/A* | *N/A* | | | | |

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	Administrators	Guidance Counselor	At Administrator staff meting	Every 10 Days	Review plan and student data every 20 days	Guidance Counselor Social Worker
Ed-Line	K-5	Technology Teacher	Classroom Teachers	As needed	Random check of Ed-Line postings	Administration

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	**Problem-solving Process to Decrease Suspension**					

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Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Suspension	1.1 Few opportunities exist for students to connect and establish mentoring relationships with adults at school. Lack of parental support.	1.1 Conflict Resolution and Peer Mediation" programs will be implemented to support students. Positive Parenting, I'Mom and All Pro Day trainings will be held with emphasis on student appropriate behavior. Students with repeated suspensions will have magnet privileges suspended.	1.1 Guidance Social Worker School Psychologist Administrators	1.1 A subgroup of the Problem Solving Leadership Team will review suspension data. The Team will review suspension data monthly and report progress to PSLT.	1.1. Student suspension reports Peer Mediation and Conflict Resolution Data		

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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
1. The total number of In-School Suspensions will decrease by 10%	In –School Suspensions	In- School Suspensions					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of Out-of-School Suspensions throughout the school year will decrease by 10%.							
	4	*4*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	4	*4*					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	11	*8*					

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	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	7	5					

Suspension Professional Development

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

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.

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

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. Parent Involvement Parent Involvement Goal #2:	2.1.	2.1.	2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		2.1.	2.1.	2.1.	2.1.	2.1.	

		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	**Problem-Solving**						

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	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 -Lack of time to focus on fitness -Lack of staff to focus on fitness	1.1 All students will engage in 30 minutes per day of physical education	1.1 Administration Classroom Teacher P.E. Teacher	1. 1 Checking of student schedules	1.1. Thirty minutes of physical education classes per week		
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 26% on the Pretest to 30% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	26%	30%					

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| | | 1.2 -Lack of time to focus on fitness

-Lack of staff to focus on fitness | 1.2 Thirty minutes of physical education classes per week. | 1.2 Physical Education Teacher | 1.2 . Classroom walk-throughs

Class schedules | 1.2 Thirty minutes of physical education classes per week | |

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

Continuous Improvement Goal(s)

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

	Problem-Solving						

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Additional Goal(s)	Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
1. Continuous Improvement Goal	1.1 - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	1.1 PLC log templates will be created that include the SIP's goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.	1.1 Who Administration Teachers who have received training in PLCs and PLC Facilitation How - Administration will review PLCs logs.	1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.		

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Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
The percentage of **teachers** who strongly agree with the indicator that **"teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)"** will increase from 85% in 2012 to 90% in 2013.							
	85%	90%					
		1.2 - Not all staff is trained in PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.	1.2 Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level	1.2 Who Principal and trained staff members How - Administration will review PLCs logs and provide feedback.	1.2 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 PLC Facilitators will provide feedback to PLST team on progress of their PLC.	

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

End of Additional Goal(s)

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**	

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| C. Students scoring proficient in Listening/ Speaking. | 1.1

-Improving the proficiency of ELL students in our school is of high priority.

-Teachers need support in drilling down their core assessments to the ELL level. | 1.1

ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students.

Action Steps

-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.

-PLCs generate SMART goals for ELL students for upcoming units of instruction.

-PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing.

-PLCs/teachers plan for accommodations for core curriculum content and assessment. | 1.1

Who

-School based Administrators

-PLC Facilitators

How

PLC logs (with specific ELL information) for like courses/grades. | 1.1

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual 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.

Leadership Team Level

-PLC facilitator will share ELL SMART Goal data with the Problem Solving Leadership Team.

-Data is used to drive teacher support and student supplemental instruction.

- RtI team to review performance data and progress of ELLs (inclusive of LFs) | 1.1

-FAIR

-CELLA

During the Grading Period

-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance | |

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		-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.				
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 54% to 57%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	54%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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D. Students scoring proficient in Reading.	2.1	2.1	2.1	2.1	2.1	
	-Improving the proficiency of ELL students in our school is of high priority. -Some of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development -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.	- ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -APEI 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. - -Administrators 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.	Who -School based Administrators -District Resource Teachers How -Administrative walk-throughs using the walkthrough forms	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -RtI team to review performance data and progress of ELLs (inclusive of LFs)	- FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance	

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Rule 6A-1.099811
Revised July, 2012

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CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 47% to 50%.						
	47%					
		2.2.	2.2.	2.2.	2.2.	2.2.
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 Goal C& D	2.1.	2.1.	2.1.	2.1.	

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CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 41% to 44%.						
	41%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

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STEM Goal #1:	1.1	1.1	1.1	1.1	1. Log of number of problem-based STEM learning units implemented.
Implement/expand project/problem-based learning in math and science	Need common planning time for teacher collaboration for problem-based learning.	-Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units through logs. -Increase effectiveness of lessons through problem based lesson studies	Theme Team Leadership Group	Administrative walk-throughs	
	1.2.	1.2.	1.2.	1.2.	1.2.

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	K-5	Theme Team	Science, math, technology teachers PLCs	On-going	Administrator walk-throughs	Administrators

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase student participation in Career Awareness	1.1.	1.1. Increase student participation in career awareness competitions/events.	1.1. Teachers Guidance Counselor Lead Teacher	1.1. Aggregate and analyze the data every semester to develop next steps	1.1. Log of number of CTSO Speakers Log of number of students who attend CTSO events.
	1.2.	1.2. Students participate in Great American Teach In	1.2. Teachers Guidance Counselor	1.2. Aggregate and analyze the data every semester to develop next steps	1.2. Log of number of CTSO Speakers Log of number of students who attend CTSO events
	1.3.	1.3. Increase the number of speakers who share their careers as part of electives and problem based learning.	1.3. Teachers Guidance Counselor	1.3. Aggregate and analyze the data every semester to develop next steps	1.3. Log of number of CTSO Speakers Log of number of students who attend CTSO events

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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Establishing or growing a CTSO.	K-5	Theme Team	K-5 Teachers	Ongoing	Log of events and attendance	Lead Teacher & Guidance Counselor

End of CTE Goal(s)

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Differentiated Accountability *(If applicable) N/A*

School-level Differentiated Accountability (DA) Compliance
Check your DA status. By checking the box below, you are indicating that you have uploaded your DA Checklist to the FDOE website.

School Advisory Council

School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☐ Yes   ☐No

Describe the use of SAC funds.		Projected Amount	Final Amount
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Parent Involvement Goal 1.1	Communication folders & Agendas to increase communication between home and school.	$1007.10	
Final Amount Spent			

- ESE teacher
- Primary Teacher
- Intermediate Teacher
- SAC Chair
- ELL Representative

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)