FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pivot Charter School-Tampa	District Name: Hillsborough County Public Schools
Principal: Liz Bretz	Superintendent: Mary Ellen Elia
SAC Chair: Marco DiBernardo	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Liz Bretz	Masters in EDL Educational Leadership All levels	1	8	N/A
Assistant Principal	Cassandra Frierson	Masters in EDL Educational Leadership All levels- Biology	2	1	N/A

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Teryl Lindsey	Masters / Elementary Ed., Reading, ESOL, Integrated Math	2	1	N/A

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. Provide all beginning teachers with part time mentors.	Lead teacher	July 2013	
2. Provide teachers opportunities to take part in sustained and research based professional development in content areas.	Principal	On going	
3. Develop partnerships with local teacher education programs to advocate specific needs of the school.	Principal	On going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
2	Teachers are given opportunities to take part in professional development in content areas. In addition, teachers currently teaching in out of field areas have signed agreements to earn for those areas.

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
10	20%	20%	50%	10%	60%	90%	20%	0%	60%

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
Teryl Lindsey	Darrell Comrie	New teacher/lead teacher	Weekly discussions, modeling

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A **N/A**
Title I, Part C- Migrant **N/A**

Title I, Part D **N/A**
Title II **N/A**
Title III **N/A**
Title X- Homeless **N/A**
Supplemental Academic Instruction (SAI) **N/A**
Violence Prevention Programs **N/A**
Nutrition Programs **N/A**
Housing Programs **N/A**
Head Start **N/A**
Adult Education **N/A**
Career and Technical Education **N/A**
Job Training **N/A**
Other **N/A**

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. *The MTSS team consists of Principal, Asst. Principal, ESE coordinator, lead teacher and content area teachers.*
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? *Pivot is a small staffed school and therefore our team meets monthly to discuss students' needs. Teachers of all content areas track students who are on level, on the bubble and who need intervention on a weekly basis. Intervention is provided by teachers. When the level of intervention with the teacher is unsuccessful then students*

are brought to the team for future review.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Many SIP team members are on the MTSS team. Therefore, the team will be analyzing data and interventions for the SIP goals.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The Data source will come from our writing assessments, FCAT scores, math assessments and science assessments.
Describe the plan to train staff on MTSS. *MTSS training will be provided to the staff through professional development opportunities during faculty meetings.*
Describe plan to support MTSS. • Administration representation on the team • Administration providing student assessment data • Time given at faculty meetings to discuss interventions • Data given upon request

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, reading coordinator, language arts teachers and ESOL coordinator
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Goals are shared by administration and strategies are given to achieve the goals of SIP. Student data is monitored by team and shared across curricular areas to improve instruction.
What will be the major initiatives of the LLT this year? *Major initiatives this year will focus on Reading strategies taught across all curriculum areas.* *The major initiative to implement reading and writing strategies across the curriculum areas.*

NCLB Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

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

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

Every teacher is given monthly trainings that cover Reading Strategies to use with all curriculums by the Reading Coordinator. Teachers will be evaluated on their imbedding the strategies in their lessons.

*High Schools Only

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

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

Courses are written by Curriculum Specialists at Advanced Academics to ensure that students receive lessons that clearly connect with real life activities and purpose. Small group instruction at Pivot includes lesson to illustrate the relevance.

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

Students are involved in their course selections every semester. In addition, students are given interest surveys to grasp an understanding of their career interests. Speakers will be invited in throughout the year to give students a better understanding of what they may experience in different career choices.

Postsecondary Transition

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

A variety of strategies are in place to help improve student readiness for post secondary education. They are as follows:

- Dual enrollment
- Advanced Placement courses offered
- College visits
- Career and technical courses offered
- Passport to College –Devry University

PART II: EXPECTED IMPROVEMENTS

Reading Goals

<table>
<tr><th colspan="3">Reading Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</td><td rowspan="2">1.1.
Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in in-house training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.</td><td rowspan="2">1.1.
<u>Common Core Reading StrategyAcross All Content Areas</u> – Reading comprehension improves when students are given the opportunity to practice reading strategies repetitively and consistently. Reading comprehension improves when students are engaged in grappling with complex text. Therefore, students will be presented with such complex text in addition to grade level text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation.

<u>Action Steps</u>
Action steps for this strategy are outlined on grade level/content small group action plans.</td><td rowspan="2">1.1
<u>Who</u>
–Principal
-AP
-District Reading Coordinator

<u>How</u> – Small Group Reading Plans, Small Group Observations, weekly student reports, sharing of formal assessment outcomes and daily curriculum outcomes.</td><td rowspan="2">1.1.
<u>Teacher Level</u> – -Teachers reflect on desired outcomes and use this information to drive lesson planning and future instruction.

<u>Leadership Team Level</u>-
-Principal, Assistant Principal, and Reading Coordinator will set SMART goals and share with all content area teachers.

-Data gathered from both formal and informal assessments will drive teacher support & supplemental instruction.

<u>Administrator Level –</u>
Administrators will continue to implement best practices with regard to promoting metacognition while actively pursuing the necessary tools and technology to ensure students are equipped to meet the intended goals within this blended model.</td><td rowspan="2">1.1.
<u>Bi-weekly</u> "Reading Plus" online assessments

<u>During the Grading Period</u>
- Common assessments (pre, post, mid, section, end of unit, intervention checks)</td></tr>
<tr><td><u>Reading Goal #1:</u>

The percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 55% to 58%.</td><td><u>2012 Current Level of Performance:*</u>
55%</td><td><u>2013 Expected Level of Performance:*</u>
58%</td></tr>
<tr><td colspan="3"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
</table>

		Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in in-house training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	**Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Teachers will employ the Socratic Method – asking rather than telling – prompting creative thought and evoking students' critical thinking skills. Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content small group action plans.	**Who** –Principal -AP -District Reading Coordinator **How** – -Small Group Reading Plans -Small Group Observations -Weekly student reports -Sharing of formal assessment outcomes and daily curriculum outcomes. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	**Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual small group plans and SMART Goal **Administrator Level** -Using the individual teacher data, teachers calculate the SMART goal data across all classes/courses. -Administrators reflect on online lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.	**Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)
		1.3.	1.3.	1.3.	1.3.	1.3

		Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in in-house training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	**Common Core Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area small group action plans.	**Who** -Principal -AP -District Reading Coordinator -Subject Area Teachers **How** -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -Teachers turn their logs into small group plans and/or coach after a unit of instruction is complete. -Administration shares the positive outcomes observed in small group meetings on a monthly basis. -Reading Coordinator observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	**Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual small group SMART Goal. **Teacher Level** -Teachers reflect on lesson outcomes and data used to drive future instruction. - For each class/course, Teachers chart their overall progress towards the SMART Goal. **Leadership Team Level** -Principal, AP, District Reading Coordinator, share SMART Goal data. -Data is used to drive teacher support and student supplemental instruction.	**Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1. Teachers' knowledge base of this strategy	2.1 **Common Core Reading Strategy Across All Content**	2.1. **Who** –Principal	2.1. **Teacher Level** – Teachers reflect on desired	2.1. **Bi-weekly** "Reading Plus" online assessments

Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 18%.	2012 Current Level of Performance:* **15%**	2013 Expected Level of Performance:* **18%**	requires professional development. All content area teachers will participate in in-house training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	**Areas** – Reading comprehension improves when students are given the opportunity to practice reading strategies repetitively and consistently. Reading comprehension improves when students are engaged in grappling with complex text. Therefore, students will be presented with such complex text in addition to grade level text. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content small group action plans..	-AP -District Reading Coordinator **How** – Small Group Reading Plans, Small Group Observations, weekly student reports, sharing of formal assessment outcomes and daily curriculum outcomes.	outcomes and use this information to drive lesson planning and future instruction. **Leadership Team Level**- -Principal, Assistant Principal, and Reading Coordinator will set SMART goals and share with all content area teachers. -Data gathered from both formal and informal assessments will drive teacher support & supplemental instruction. **Administrator Level –** Administrators will continue to implement best practices with regard to promoting metacognition while actively pursuing the necessary tools and technology to ensure students are equipped to meet the intended goals within this blended model.	**During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)
			2.2. Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in in-house training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	2.2. **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Teachers will employ the Socratic Method – asking	2.2. **Who** –Principal -AP -District Reading Coordinator **How** – -Small Group Reading Plans -Small Group Observations -Weekly student reports -Sharing of formal assessment outcomes and daily curriculum outcomes. -Reading Coach	2.2. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual small group plans and SMART Goal **Administrator Level** -Using the individual teacher data, PLCs calculate the SMART goal data across all	2.2. **Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)

			rather than telling – prompting creative thought and evoking students' critical thinking skills. Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content small group action plans.	observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	classes/courses. -Administrators reflect on online lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.	
		2.3 Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in in-house training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	2.3 **Common Core Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in	2.3 **Who** -Principal -AP -District Reading Coordinator -Subject Area Teachers **How** -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -Teachers turn their logs into small group plans and/or coach after a unit of instruction is complete.	2.3 **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual small group SMART Goal. **Teacher Level**	2.3 **Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)

			response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area small group action plans.	-Administration shares the positive outcomes observed in small group meetings on a monthly basis. -Reading Coordinator observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation. **Who** -Principal -AP -District Reading Coordinator -Subject Area Teachers **How** -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -Teachers turn their logs into small group plans and/or coach after a unit of instruction is complete. -Administration shares the positive outcomes observed in small group meetings on a monthly basis. -Reading Coordinator observations and walk-throughs -Administrative walk-throughs looking for	-Teachers reflect on lesson outcomes and data used to drive future instruction. - For each class/course, Teachers chart their overall progress towards the SMART Goal. **Leadership Team Level** -Principal, AP, District Reading Coordinator, share SMART Goal data. -Data is used to drive teacher support and student supplemental instruction.	

<table>
<tr><td colspan="2"></td><td></td><td></td><td>implementation of strategy with fidelity and consistency.
-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</td><td></td><td></td></tr>
<tr><td colspan="2">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="2">3. FCAT 2.0: Points for students making Learning Gains in reading.</td><td rowspan="2">3.1.
-Teachers struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year teachers are being trained to implement the Plan-Do-Check-Act strategy.</td><td rowspan="2">3.1.
<u>Strategy</u>
Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:
1. What is it we expect them to learn?
2. How will we if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

<u>Actions/Details</u>
-Grade level/like-course teachers use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log.
-Additional action steps for this strategy are outlined on</td><td rowspan="2">3.1.
<u>Who</u>
-Principal
-AP
-District Reading Coordinator
-Teachers of like grades and/or like courses

<u>How</u>
Teachers turn their logs into small group plans and/or coach after a unit of instruction is complete.
-Teachers receive feedback on their logs.
-Administrators and coaches attend targeted teacher collaboration meetings
-Administration shares the data of teacher meetings and visits with staff on a monthly basis.</td><td rowspan="2">3.1.
School has a system for teachers to record and report during-the-grading period SMART goal outcomes to administration, coach, and other leadership team members.</td><td rowspan="2">3.1.
<u>Bi-weekly</u> "Reading Plus" online assessments

<u>During the Grading Period</u>
- Common assessments (pre, post, mid, section, end of unit, intervention checks)</td></tr>
<tr><td><u>Reading Goal #3:</u>

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.</td><td><u>2012 Current Level of Performance:*</u>
64</td><td><u>2013 Expected Level of Performance:*</u>
67</td></tr>
</table>

				grade level/content area teachers' small group plans.			
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Student achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom/learning labs*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.	3.2. **Who** -Principal -AP -District Reading Coordinator -Teachers of like grades and/or like courses **How** -PLC logs turned into administration -Teachers turn their logs into small group plans and/or coach after a unit of instruction is complete. -Teachers receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	3.2. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. **PLC Level** -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. **Leadership Team/Administrator Level** -Administrators share SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. **Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)

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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**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. -Scheduling time for the principal/APC to meet with the reading coordinator on a regular basis. -Teachers willingness to accept support from the reading coordinator. -Teachers willingness to fully and consistently implement outlined strategies.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the District Reading Coordinator** in all content areas. **Actions/Details** ***District Reading Coordinator*** -The reading coordinator and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading coordinator rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy, employ the Socratic Method (asking rather than telling). --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for	4.1. **Who** Administration **How**- -Review of reading coordinator's report -Review of reading coordinator's report of support to targeted teachers. -Administrative walk-throughs of reading coordinator working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of reading coordinator's participation in PLCs. -Tracking of reading coordinator's interactions with teachers (planning, co-teaching, modeling, debriefing, professional development, and walk-throughs) -Administrator-Reading Coordinator meetings to review logs/reports and discuss action plan for reading coordinator for the upcoming two weeks.	4.1. **Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 68 points to 71 points.	2012 Current Level of Performance:* **68**	2013 Expected Level of Performance:* **71**					

				interventions and the intentional grouping of the students. -Using walk-through data, the reading coordinator and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the reading coordinator/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Reading Coordinator*** -The reading coordinator meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the reading coordinator meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2. -The Extended Learning Program (ELP) or tutoring sessions do not always target the specific skill weaknesses of the	4.2. **<u>Strategy</u>** Students' reading comprehension improves through receiving **ELP or tutoring as supplemental instruction on targeted**	4.2. **<u>Who</u>** Administrators and District Reading Coordinator **<u>How Monitored</u>**	4.2. Supplemental data shared with leadership and classroom teachers who have students.	4.2. Curriculum Based Measurement (CBM) *(From District RtI guidelines)*

		students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP or tutoring sessions. -Minimal communication between regular teachers and ELP teachers or tutors.	**skills** that are not at the mastery level. **<u>Action Steps</u>** -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not mastered. -ELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP or tutoring sessions. -Progress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP or tutoring program.	Administrators and reading coordinator will review the communication logs and data collection used between regular teachers and ELP teachers or tutors outlining skills that need remediation.		

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%.		**10%**	**20%**	**30%**	**40%**	**50%**	
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		**N/A**	5A.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the District Reading Coordinator** in all content areas. **Actions/Details** ***District Reading Coordinator*** -The reading coordinator and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading coordinator rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy, employ the Socratic Method (asking rather than telling).	5A.1. **Who** Administration **How-** -Review of reading coordinator's report -Review of reading coordinator's report of support to targeted teachers. -Administrative walk-throughs of reading coordinator working with teachers (either in classrooms, PLCs or planning sessions)	5A.1. -Tracking of reading coordinator's participation in PLCs. -Tracking of reading coordinator's interactions with teachers (planning, co-teaching, modeling, debriefing, professional development, and walk-throughs) -Administrator-Reading Coordinator meetings to review logs/reports and discuss action plan for reading coordinator for the upcoming two weeks.	5A.1. **Bi-weekly** "Reading Plus" online assessments **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)	
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _80__% to __90__%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __42_% to __52__%. . The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __36_% to __46__%.	2012 Current Level of Performance:* White:80 Black:42 Hispanic:36 Asian: n/a American n/a Indian: n/a	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					

				--Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the reading coordinator and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the reading coordinator/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Reading Coordinator*** -The reading coordinator meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the reading coordinator meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			

			5A.2. -The Extended Learning Program (ELP) or tutoring sessions do not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP or tutoring sessions. -Minimal communication between regular teachers and ELP teachers or tutors.	5A.2 **<u>Strategy</u>** Students' reading comprehension improves through receiving **ELP or tutoring as supplemental instruction on targeted skills** that are not at the mastery level. **<u>Action Steps</u>** -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not mastered. -ELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP or tutoring sessions. -Progress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP or tutoring program.	5A.2 **<u>Who</u>** Administrators and District Reading Coordinator **<u>How Monitored</u>** Administrators and reading coordinator will review the communication logs and data collection used between regular teachers and ELP teachers or tutors outlining skills that need remediation.	5A.2 Supplemental data shared with leadership and classroom teachers who have students.	5A.2 Curriculum Based Measurement (CBM) *(From District RtI guidelines)*

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the District Reading Coordinator** in all content areas. **Actions/Details** ***District Reading Coordinator*** -The reading coordinator and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading coordinator rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy, employ the Socratic Method (asking rather than telling). --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for	5B.1 **Who** Administrators and District Reading Coordinator **How Monitored** Administrators and reading coordinator will review the communication logs and data collection used between regular teachers and tutors outlining skills that need remediation.	5B.1 Supplemental data shared with leadership and classroom teachers who have students.	5B.1 Curriculum Based Measurement (CBM) *(From District RtI guidelines)*
Reading Goal #5B: . The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __50_% to __60__%.	2012 Current Level of Performance:* **50**	2013 Expected Level of Performance:* **60**					

				interventions and the intentional grouping of the students. -Using walk-through data, the reading coordinator and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the reading coordinator/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher). -Teachers implementation of CALLA (Cognitive Academic Language Learning Approach) is	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy across Reading, Language Arts, Math, Social Studies and Science. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using	5C.1. **Who** -School based Administrators -District Resource Teachers -ESOL Resource Teachers **How** -Administrative and ERT walk-throughs using the walkthrough strategies with focus on CALLA guidelines.	5C.1. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. **PLC Level** -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	5C.1. **Before New Grading Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _2__% to _7__%.	2012 Current Level of Performance:* **2**	2013 Expected Level of Performance:* **7**					

			not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.		the analysis of ELLs performance data. **Leadership Team Level** -Subject Area Teachers share ELL SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs).	
			5C.2. -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content	5C.2. **Who** -School based Administrators -District Resource Teachers -ESOL Resource Teachers **How** -Administrative and ERT walk-throughs using CRISS strategies.	5C.2. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. **PLC Level.** -PLCs reflect on lesson outcomes and data used to drive future instruction.	5C.2. **Before New Grading Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.

		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.	area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares ELL SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.3 -Lack of understanding teachers who can provide ELL accommodations beyond FCAT testing. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.3 **Who** -School based Administrators -ESOL Resource Teachers **How** -Administrative and ERT walk-throughs. Tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms.	5C.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 **Before New Grading Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.
		5C.4 -Improving the	5C.4 ELLs (LYA, LYB & LYC)	5C.4 **Who**	5C.4 **Teacher Level**	5C.4 **Before New Grading**

		proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	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 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	-School based Administrators -ESOL Resource Teachers **How** PLC logs (with specific ELL information) for like courses/grades.	-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** -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. **Leadership Team Level** -PLC facilitator shares ELL SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	**Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.

			and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA and A+ Rise and employing Differentiated instruction methods.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __3__% to __8__%.	2012 Current Level of Performance:* **3**	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.	5D.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. **Who** Principal, Site Administrator, Assistant Principal ESE Specialist **How** IEP Progress Reports reviewed by ESE director	5D.1. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. **PLC Level** -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. **Leadership Team Level** -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.	5D.1. **Before New Grading Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.
	2013 Expected Level of Performance:* **8**					

						-Data is used to drive teacher support and student supplemental instruction.	
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. **Strategy/Task** SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD?	5D.2 **Who** -School based Administrators -PLC Facilitators **How** PLC logs (with specific SWD information) for like courses/grades.	5D.2 **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. **PLC Level** -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. **Leadership Team Level** -PLC facilitator shares SWD SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.2 **Before New Grading Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.

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

			-What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?			

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Grades 6-12	-Subject Area Teachers -Course specific PLC Facilitators -Reading Coordinator	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team District Reading Coordinator

The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	Grades 6-12	Reading Coordinator and Subject Area Teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team District Reading Coordinator
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-12	Reading Coordinator and Subject Area Teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team District Reading Coordinator
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-12	Reading Coordinator and Subject Area Teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team District Reading Coordinator
IEP Training	Grades 6-12	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	Grades 6-12	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
E-Strategies	Grades 6-12	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Teachers at varying understanding of the intent of the CCSS	1.1 **Strategy** Students' math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -Small group teachers use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area small group action plans.	1.1 **Who** - Principal -Math Instructors -Technology Specialist **How Monitored** -PLCs turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	1.1 **2x per year** District Baseline and Mid-Year Testing Semester Exams **During the Grading Period** -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 28_% to 38_%.	2012 Current Level of Performance **28**	2013 Expected Level of Performance **38**					
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. Use of the	1.2 **Strategy/Task** Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques	1.2 **Who** -Principal -Math Instructors -Technology Specialist **How Monitored** -PLCS turn their logs into administration and/or coach after a unit of instruction is complete.	1.2 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will	1.2. **2x per year** District Baseline and Mid-Year Testing Semester Exams **During the Grading Period** -Core Curriculum Assessments (pre, mid, end

		Socratic Method – asking rather than telling. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	promotes critical thinking by students, assisting them to arrive at new understandings of complex material. **<u>Actions/Details</u>** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** <u>During the lessons,</u> **<u>teachers</u>**: -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.	-PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation.	review assessment data for positive trends.	of unit, chapter, etc.)

			-Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. <u>During the lessons, students:</u> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). <u>School Leadership</u> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.			

			-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
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. -Teachers at varying understanding of the intent of the CCSS	2.1 **Strategy** Students' math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -Small group teachers use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area small group action plans.	2.1 **Who** - Principal -Math Instructors -Technology Specialist **How Monitored** -PLCs turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	2.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	2.1 **2x per year** District Baseline and Mid-Year Testing Semester Exams **During the Grading Period** -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 7_% to _17%.	2012 Current Level of Performance **7**	2013 Expected Level of Performance: **17**					
			2.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to	2.2. **Strategy/Task** Students' math achievement improves through frequent participation in higher order questions/discussion	2.2. **Who** -Principal -Math Instructors -Technology Specialist	2.2 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of	2.2. **2x per year** District Baseline and Mid-Year Testing Semester Exams

		focus on identifying and writing higher order questions to deliver during the lessons. Use of the Socratic Method – asking rather than telling. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes critical thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** During the lessons, **teachers**: -Ask questions and/or provides activities that	**How Monitored** -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation.	instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	**During the Grading Period** -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)

			require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. <u>During the lessons, students:</u> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). <u>School Leadership</u> -The coach/resource			

			teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log	3.1. **Strategy** Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the **Plan-Do-Check-Act model** and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -This year, the like-course	3.1. **Who** -Principal -AP -PLC facilitators of like grades and/or like courses **How** PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team meetings -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from _10 points to _20 points.	2012 Current Level of Performance:* **10**	2013 Expected Level of Performance:* **20**					

				PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.			
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Students' math achievement improves when teachers use on-going student data to differentiate instruction. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons.	3.2. **Who** -Principal -AP -PLC facilitators of like grades and/or like courses How - Walk throughs - Various reports - Assessment practices -	3.2. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. **PLC Level** -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 Leadership Team. -Data is used to drive teacher	3.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			-Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/content area PLCs.		support and student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. -Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional development.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. **Actions/Details** ***Academic Coach*** -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to:	4.1. **Who** Administration **How** -Review of administrators' logs of support to targeted teachers. -Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	4.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from _10 points to 20_ points.	2012 Current Level of Performance **10**	2013 Expected Level of Performance: **20**					

				--Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team Coach*** -The subject area teachers meet with the principal/APC to map out a high-level			

				summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2 -The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers or tutors.	4.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not mastered. -ELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP or tutoring sessions. - Progress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program or tutoring sessions.	4.2 **Who** Administrators **How Monitored** Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) From District RtI guidelines.

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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%.			**10**	**20**	**30**	**40**	**50**	
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			N/A	5A.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. **Actions/Details** ***Academic Coach*** -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common	5A.1. **Who** Administration **How** -Review of administrators' logs of support to targeted teachers. -Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	5A.1. -Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	5A.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)	
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _64__% to ___74_%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __10_% to ___20_%. .	2012 Current Level of Performance:* White:64 Black:10 Hispanic:46 Asian: American Indian:	2013 Expected Level of Performance:* White:74 Black:20 Hispanic:56 Asian: American Indian:						

				assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team Coach*** -The subject area teachers meet with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			

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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**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. **Actions/Details** ***Academic Coach*** -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common	5B.1. **Who** Administration **How** -Review of administrators' logs of support to targeted teachers. -Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	5B.1. -Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	5B.1. Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	5B.1. . 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5B: . The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __36_% to ___46_%. .	2012 Current Level of Performance:* **36**	2013 Expected Level of Performance:* **46**					

			assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team Coach*** -The subject area teachers meet with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to: --Review log and work accomplished and				

			--Develop a detailed plan of action for the next two weeks.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach **(CALLA)** strategy in math. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In	5C.1 **Who** -School based Administrators -District Resource Teachers -ESOL Resource Teachers **How** -Administrative and ERT walk-throughs using CALLA strategies.	5C.1 **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. **PLC Level** -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. **Leadership Team Level** -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _3_% to _8___%.	2012 Current Level of Performance: **3**	2013 Expected Level of Performance: **8**					

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

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

			-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in math. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA, A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs. -PLCs math teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction guidelines.		-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. **Leadership Team Level** -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	

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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**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the ESE director will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. **Who** Principal, Site Administrator, Assistance Principal **How** IEP Progress Reports reviewed by ESE director.	5D.1. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. **PLC Level** -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __2_% to ___7_%.	2012 Current Level of Performance: **2**	2013 Expected Level of Performance: **7**					
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level.	5D.2. **Strategy/Task** SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and	5D.2. **Who** -Principal -AP -Subject Area Leaders -PLC facilitators of like grades and/or like courses **How**	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration and/or leadership team.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration and/or leadership team.

		-General educational teacher and ESE teacher need consistent, on-going co-planning time.	modifications. **<u>Actions</u>** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -What are teachers going to do during the lesson for SWD? -What are SWD student going to do during the lesson to maximize learning? ***Reflect on the "Do"/Analyze Checks for***	-PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team		

			Understanding and Student Work <u>during</u> the unit. For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? How do we know the lessons were successful? Why were they successful? What checks for understanding were used during the lessons? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning?			

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

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1. -Teachers at varying understanding of the intent of the CCSS	1.1 **Strategy** Students' math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps**	1.1 **Who** - Principal -Math Instructors -Technology Specialist **How Monitored** -PLCs turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	1.1 **2x per year** District Baseline and Mid-Year Testing Semester Exams **During the Grading Period** -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from _29% to 45_%.	2012 Current Level of Performance: **29**	2013 Expected Level of Performance: **45**					

				-Small group teachers use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area small group action plans.	strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation		
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. Use of the Socratic Method – asking rather than telling. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	1.2. **Strategy/Task** Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes critical thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work	1.2. **Who** -Principal -Math Instructors -Technology Specialist **How Monitored** -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation.	1.2 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	1.2. **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.)

			samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** <u>During the lessons,</u> **<u>teachers</u>**: -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard.			

			During the lessons, students: -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). School Leadership -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			1.1. -Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional development.	1.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through teachers' collaboration with district professional development instructors in all content	1.1. **Who** Administration **How** -Review of administrators'logs of support to targeted teachers. -Administrative walk-	1.1. -Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers	1.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 25% to 28%.	2012 Current Level of Performance: **25**	2013 Expected Level of Performance: **28**					

				areas. **<u>Actions/Details</u>** ***Academic Coach*** -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data	throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	(pre, post, mid, section, end of unit)

				chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team Coach*** -The subject area teachers meet with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
	1.2		1.2 -The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers or tutors.	1.2 <u>Strategy</u> Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. **<u>Action Steps</u>** -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not mastered. -ELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP or tutoring sessions. - Progress monitoring data collected by the ELP teacher	1.2 **<u>Who</u>** Administrators **<u>How Monitored</u>** Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	1.2 Supplemental data shared with leadership and classroom teachers who have students.	2.2. Curriculum Based Measurement (CBM) From District RtI guidelines.

			or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program or tutoring sessions.			

End of Algebra EOC Goals

High School AMO Mathematics Goals

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**		**10**	**20**	**30**	**40**	**50**	**60**
HS Mathematics Goal A: *Students will reduce their achievement gap by 50% of the next six years.*								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			3.1. PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log	3.1. **Strategy** Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the **Plan-Do-Check-Act mode**l and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:	3.1. **Who** -Principal -AP -PLC facilitators of like grades and/or like courses **How** PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.	3B.1. 3.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)	
HS Mathematics Goal B: . The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _64__% to ___74_%.	2012 Current Level of Performance:* White:64 Black:10 Hispanic:46 Asian: American Indian:	2013 Expected Level of Performance:* White:74 Black:20 Hispanic:56 Asian: American Indian:						

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __10_% to ___20_%.				5. What is it we expect them to learn? 6. How will we know if they have learned it? 7. How will we respond if they don't learn? 8. How will we respond if they already know it? **Actions/Details** -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team meetings -Administration shares the data of PLC visits with staff on a monthly basis.		

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. **Actions/Details** ***Academic Coach*** -The administration conducts	**Who** Administration **How** -Review of administrators' logs of support to targeted teachers. -Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	-Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	. Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	. . 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
HS Mathematics Goal C: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __36_% to ___46_%.	2012 Current Level of Performance:* 36	2013 Expected Level of Performance:* ***46***					

			one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team Coach*** -The subject area teachers meet with the principal/APC to map				

			out a high-level summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. HS Mathematics Goal D: . The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __2_% to ___7_%.	2012 Current Level of Performance:* ***2***	2013 Expected Level of Performance:* ***7***	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the ESE director will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. **Who** Principal, Site Administrator, Assistance Principal **How** IEP Progress Reports reviewed by ESE director.	5D.1. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. **PLC Level** -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. **Actions/Details** ***Academic Coach*** -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies teachers for support in co-	5B.1. **Who** Administration **How** -Review of administrators' logs of support to targeted teachers. -Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	5B.1. -Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	5B.1. Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming two weeks.	5B.1. . 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
HS Mathematics Goal E: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __36_% to ___46_%.	2012 Current Level of Performance:* ***36***	2013 Expected Level of Performance:* ***46***					

			planning, modeling, co-teaching, observing and debriefing. -Teachers participate in district provided professional development trainings. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team Coach*** -The subject area teachers meet with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the teachers meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.				

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
Differentiated Instruction	6-12	-Math Teachers	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	6-12	-Math Teachers	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC

IEP Training	6-12	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	6-12	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	6-12	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -Teachers hold certificates in higher levels of science such as Biology, Physics, Chemistry, etc. -PLC are not regularly implemented with the teachers to meet for intervention -Lack of common planning time to facilitate and hold PLC	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through staff participation of the PLC groups through reviewing grades of students in various assignments Action Steps 1. Principal will look to add staff member with certification in middle grades science. In the meantime another staff member cannot be located, a middle grades staff member may be asked to do an Agreement to Earn. 2. High school science teachers will collaborate to review student grades on each unit with weekly PLC meetings. 3. PLCs write goals based on online unit material. (For example, 75% of the students will score a 70% or above on	1.1. Who Principal Assistant Principal Science Teacher How Monitored -Classroom walk-throughs by Principal &/or AP observing this strategy. -PLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check Developing Third Nine Week Check Developing	1.1. PLCs will review evaluation data. PLCs will review unit assessments and document the number of students reaching at least 70% mastery on unit tests. First Nine Week Check Scores from pre-assessments will be used to identify which benchmarks are not being met. Second Nine Week Check Scores from ROADS Semester Exams will be used to identify which benchmarks are not being met. Third Nine Week Check Scores from pre assessments will be used to identify which benchmarks are not being met.	1.1. Twice per year baseline and mid-year tests will be administered Semester Exams During the nine weeks - Homework Assignments -Unit assessments
Science Goal #1: In grades 6-8, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 32% to 35%.	2012 Current Level of Performance:* **32% (24)**	2013 Expected Level of Performance:* **35% (31)**					

				each unit of instruction.) 4. At the end of the unit, teachers will review unit tests for each unit. 5. Based on data, PLCs will identify what topic needs to be reviewed prior to FCAT. 6. PLCs record their meetings in the PLC logs.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. -Teachers hold certificates in higher levels of science such as Biology, Physics, Chemistry, etc. -PLC are not regularly implemented with the teachers to meet for intervention -Lack of common planning time to facilitate and hold PLC - Teachers lack skill and confidence on implementing reading strategies. Action Steps 1. Principal will look to add staff member with certification in middle grades science. In the meantime another staff member cannot be located, and then a middle grades staff member may be asked to do an Agreement to Earn. 2. High school science teachers will collaborate to review student grades on each	2.1. The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through staff participation of the PLC groups through reviewing grades of students in various assignments.	2.1. Who Principal Assistant Principal Science Teacher How Monitored -Classroom walk-throughs by Principal &/or AP observing this strategy. -PLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check Developing Third Nine Week Check Developing	2.1. PLCs will review evaluation data. PLCs will review unit assessments and document the number of students reaching at least 70% mastery on unit tests. First Nine Week Check Scores from pre-assessments will be used to identify which benchmarks are not being met. Second Nine Week Check Scores from ROADS Semester Exams will be used to identify which benchmarks are not being met. Third Nine Week Check Scores from pre assessments will be used to identify which benchmarks are not being met	2.1. Twice per year baseline and mid-year tests will be administered Semester Exams During the nine weeks - Homework Assignments -Unit assessments
Science Goal #2: In grades 6-8, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 10% to 13%.	2012 Current Level of Performance:* **10% (6)**	2013Expected Level of Performance:* **13% (8)**					

			unit with weekly PLC meetings. 3. PLCs write goals based on online unit material. (For example, 75% of the students will score a 70% or above on each unit of instruction.) 4. At the end of the unit, teachers will review unit tests for each unit. 5. Based on data, PLCs will identify what topic needs to be reviewed prior to FCAT. 6. PLCs record their meetings in the PLC logs.				

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Strategies	Grades 6-8	Science PLC & Reading Coordinator	Science and math teachers – whole department	PLC meetings every two weeks.	Reading Coordinator to review lesson plans and conduct observations to monitor literacy strategies	Teryl Lindsey

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1.Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.	**Strategy:** Students' use of mode-specific writing will improve through direct instruction in small groups with a focus on mode-specific	Who Principal Assistant Principal LA Teacher How Monitored	*Check:* Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum.	-Student monthly writes/formative assessments. -Student weekly drafts -Student daily writing assignments across the
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring **Level 2.0** or higher on the 2013 FCAT Writes will increase from 20% to 25%.	20%	25%	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.	writing. Small group instruction will be conducted for three sessions each week. **Action Steps:** Based on baseline data, PLCs write goals for each Grading Period. (For example, during the first Grading Period , 50% of students will score a 2.0 or above on the end-of-the Grading Period writing prompt). *Plan:* -Professional Development for updated rubric courses. -Professional Development for instructional delivery of mode-specific writing. -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction. -Lesson planning based on the needs of the students. *Do*: Biweekly/ongoing models and applications of appropriate mode-specific writing based on teaching points. Biweekly/ongoing conferencing *Check:* Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum. PLC discussions and analysis of student writing to determine trends and needs. *Act:* -Receive additional	-Classroom walk-throughs by Principal &/or AP observing this strategy. -PLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check Developing Third Nine Week Check Developing	PLC discussions and analysis of student writing to determine trends and needs. *Act:* -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)	curriculum. -Student revisions -Student portfolios

				professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			

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
Differentiated Instruction	6-12	Lead Teacher	Language Arts teachers, PLC grade level	Through Spring 2013	PLC logs kept and turned into principal /walk throughs	Principal, PLC lead
Mode – based Writing	6-12	Teacher/PLC	Entire staff	Through Spring 2013	Writing trends PLC logs to Principal Walk throughs	Principal, PLC lead
Holistic Scoring Training	6-12	Principal/PLC	Entire staff	Through Spring 2013	PLC logs to Principal	Principal, PLC Lead

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1. Need support in building and maintain the student database. Parental support	1.1. The school will develop an attendance committee which will include the principal, lead teacher, guidance counselor, teachers and other personnel to review attendance records to develop plan and interventions to address needs.	1.1. Attendance Committee will keep log and notes that will be reviewed by administration on a monthly basis and shared with faculty .	1.1. Committee will monitor the attendance data from the targeted group of students.	1.1. Instructional planning tool Attendance /tardy data EdConnect
Attendance Goal #1: The attendance rate will increase by 5 % by the end of the 2012-2013 school year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	87	**91**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	3	**2**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	27	**25**					

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 Improvement Training	6-12	District Supervisor of Attendance	School Wide	September- October	Monthly reviews of implementation of strategies such as intervention and documentation.	Principal

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

1. Suspension Suspension Goal #1: The total number of out of school suspensions will decrease by 10%.	2012 Total Number of In –School Suspensions **23** 2012 Number of Out-of-School Suspensions **15**	2013 Expected Number of In- School Suspensions **19** 2013 Expected Number of Out-of-School Suspensions **12**	1.1. Teachers need to have common school wide expectations and rules and provide explicit instruction to students on expectations as well as model the appropriate classroom behavior.	1.1. A behavior committee will be assigned to develop a set of school wide expectations and rules while providing trainings to in methods for teaching and reinforcing the school-wide expectations.	1.1. Principal and Behavior Committee	1.1. Committee will review data on ODR's and out of school suspensions quarterly.	1.1. EASI, ODR and suspension data, Mainframe

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
Ideas of PBS	6-12	Principal	School –wide	Once a month in meetings	Monthly review of data	Principal

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. No system in place for identification of at risk students.	1.1. Access the districts Early Warning Systems to identify at risk students for high school students. The parameters from the system will be provided to	1.1. Principal	1.1. Review the data and adjust student plans as needed/	1.1. High school graduation rates and dropout rates – quarterly.

Dropout rate will decrease by 5 %.	2012 Current Dropout Rate:* <1%	2013 Expected Dropout Rate:* 0%		leadership team as a data driven mode to identify and support students who are at a low, moderate, or high risk for not completing school with their cohorts. Options will be offered to those students to attend various programs rather than not complete high school.			

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Early Warning System	9-12	Principal	All Staff	Early Warning System Data	Monitoring the students placement after leaving Pivot	principal

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Parent Involvement Parent Involvement Goal #1: Based on the *School Climate and Perception Survey for Parents*, the percentage of parents who strongly agree with the indicators will increase by 10% in 2013.	2012 Current level of Parent Involvement:* **60%**	2013 Expected level of Parent Involvement:* **70%**	1.1. -Meetings times with parents - not all students take home the newsletters, reports, etc -not all parents have working phones or emails.	1.1. Parents will be notified whenever a student has a 2 letter grade drop in academics or conducts. Teachers will enter attendance in the online system daily. Progress reports will be sent home every four weeks. Parent link will be used .	1.1. Principal	1.1. Review of parent communication log by principal	1.1. Parent communication log

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. The number of ELP students has increased this year. Parents do not attend academic school nights.	2.1. Increase support for ELP students and offer parental support for language barriers. Utilize Connections Newsletters.	2.1 Principal Teachers	2.1. Student schedules, meeting logs	2.1. SCIP survey
Based on *School Climate and Perception Survey for Parents*, the percentage of parents who strongly agree with the indicator under student learning will increase by 15% in 2013.	2012 Current level of Parent Involvement:* **63%**	2013 Expected level of Parent Involvement:* **78%**					

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
Parent Communication	All	Principal	School-wide	September/October meetings	Parent Contact Logs	Principal

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 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. Students are not in tune to healthy choices. Parents are not in tune to healthy choices.	1.1. All students will engage in the equivalent of one class period per day of physical activity for each semester.	Principal Guidance Counselor	1.1. Checking Student Schedules	1.1. Student schedules Master schedules
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the Health Fitness Zone (HFZ) on the Pacer Assessing aerobic capacity and cardiovascular health will increase from 45% on the Pretest to 65% on the Posttest.	2012 Current Level :* **45%**	2013 Expected Level :* **65%**					

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal			1.1. Confusion on how to conduct PLCs that focus on increasing knowledge base of teachers and improving student performance by the implementation of the PDCA model. Some resistance by members of PLCs. Not enough release time for PLC group time.	1.1. Principal will offer more trainings in the use of PLC logs and model the PDCA model for all groups. Time will begin to be built into the workday through common prep times.	1.1. **Who** Principal **How** Principal will review PLCs log and provide feedback. Walk throughs will be conducted.	1.1. PLC surveys will be given to teachers each quarter	1.1. SCPI survey
Continuous Improvement Goal #1: The percentage of staff who strongly agree with the indicators under "Teaching and Learning on the *School Climate and Perception Survey for Instructional Staff* will increase by 10 % in 2013.	2012 Current Level :* **47%**	2013 Expected Level :* **57%**					

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<table>
<tr><td colspan="3">A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</td><td>A.1.

N/A</td><td>A.1.

N/A</td><td>A.1.
N/A</td><td>A.1.
N/A</td><td>A.1.
N/A</td></tr>
<tr><td rowspan="2">Reading Goal A:

Enter narrative for the goal in this box.

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

N/A</td><td>B.1.

N/A</td><td>B.1.
N/A</td><td>B.1.
N/A</td><td>B.1.
N/A</td></tr>
<tr><td rowspan="2">Reading Goal B:

Enter narrative for the goal in this box.

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
</table>

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		Improving the proficiency of ELL students in our student is of high priority ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.	Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening and Speaking. Teachers use time during PLC's to reinforce and strengthen targeted strategies.	**Who** Principal ESOL coordinator **How** PLC logs for courses	Teachers reflections on lesson outcomes to drive future instruction	CELLA Informal Assessments
CELLA Goal #C: The percentage of ELL students scoring proficient/satisfactory on the 2013 CELLA Listening and Speaking will remain at 100%.	2012 Current Percent of Students Proficient in Listening/Speaking: **100%**					
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		D.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher). -Teachers implementation of CALLA (Cognitive Academic Language Learning Approach) is not consistent across core courses. -ELLs at varying levels of	D.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy across Reading, Language Arts, Math, Social Studies and Science. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -Core content teachers set SMART goals for ELL	D.1 **Who** -School based Administrators -District Resource Teachers -ESOL Resource Teachers **How** -Administrative and ERT walk-throughs using the walkthrough strategies with focus on CALLA guidelines.	**D.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** -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. **Leadership Team Level**	D.1 **Before New Grading Period** -CELLA -FCAT -FAA (when applicable) **During the Grading Period** -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.
CELLA Goal #D: The percentage of ELL students scoring proficient/satisfactory on the 2013 CELLA Reading will increase by 20%	2012 Current Percent of Students Proficient in Reading : **33%**					

		English language acquisition and acculturation is not consistent across core courses.	students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.		-Subject Area Teachers share ELL SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs).	
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. CELLA Goal #E: The percentage of ELL students scoring proficient/satisfactory on the 2013 CELLA Writing will increase by 20%	2012 Current Percent of Students Proficient in Writing : **78**	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 direct instruction in small groups with a focus on mode-specific writing. Small group instruction will be conducted for three sessions each week. **Action Steps:** Based on baseline data, PLCs write goals for each Grading Period. (For example, during the first Grading Period , 50% of students will score a 2.0 or above on the end-of-the Grading Period writing prompt). *Plan:* -Professional Development for updated rubric courses. -Professional Development for instructional delivery of mode-specific writing. -Training to facilitate data-driven PLCs	Who Principal Assistant Principal LA Teacher How Monitored -Classroom walk-throughs by Principal &/or AP observing this strategy. -PLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check Developing Third Nine Week Check Developing	*Check:* Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum. PLC discussions and analysis of student writing to determine trends and needs. *Act:* -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.	-Student monthly writes/formative assessments. -Student weekly drafts -Student daily writing assignments across the curriculum. -Student revisions -Student portfolios

			-Using data to identify trends and drive instruction. -Lesson planning based on the needs of the students. *Do*: Biweekly/ongoing models and applications of appropriate mode-specific writing based on teaching points. Biweekly/ongoing conferencing *Check:* Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum. PLC discussions and analysis of student writing to determine trends and needs. *Act:* -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)		-Plan ongoing monitoring of the solution(s)	

NEW Math Florida Alternate Assessment Goals

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

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1. Our school consists of a large percentage of	1.1 Basic mathematical skills will be reinforced through small	1.1. **Who** Teachers	1.1 Remediation will be increased for students who do not score	1.1. Practice tests and quizzes will be in accordance with

Geometry Goal H: The percentage of students scoring a level 3 or higher on the 2013 Geometry EOC will be at least 70%.	2012 Current Level of Performance:* **35%**	2013 Expected Level of Performance:* **70%**	intensive students. These students will need considerable remediation to perform at a high level. Intensive students often lack motivation.	group lessons and individual tutoring. Geometry skills will be reinforced through EOC practice classes during and after school. A reward and encouragement system will be implemented to help students with low motivation.	Practice EOC tests and quizzes. Exams will be administered until students obtain mastery of each EOC lesson.	sufficient results on their practice tests/quizzes.	common core state standards for mathematics.
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**
I. Students scoring in the upper third on Geometry. Geometry Goal I: . The percentage of students scoring a 4 or a 5 on the Geometry EOC will increase 10%	2012 Current Level of Performance:* **10%**	2013 Expected Level of Performance:* **20%**	1.1. Our school consists of a large percentage of intensive students. These students will need considerable remediation to perform at a high level. Intensive students often lack motivation.	1.1 Basic mathematical skills will be reinforced through small group lessons and individual tutoring. Geometry skills will be reinforced through EOC practice classes during and after school. A reward and encouragement system will be implemented to help students with low motivation.	1.1. **Who** Teachers Practice EOC tests and quizzes. Exams will be administered until students obtain mastery of each EOC lesson.	1.1 Remediation will be increased for students who do not score sufficient results on their practice tests/quizzes.	1.1. Practice tests and quizzes will be in accordance with common core state standards for mathematics.

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.	1.1. -Limited instructional time for review of challenging content -Only one biology teacher on staff who also serves as an administrator -Lack of common planning time to facilitate and hold PLC -Limited knowledge of Common Core Standards	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through staff participation of the PLC groups through reviewing grades of students in various assignments Action Steps 1. Full-time certified biology teacher to be added to staff once	1.1. Who Principal Assistant Principal Science Teacher How Monitored -Classroom walk-throughs by Principal & Reading Coach observing this strategy.	1.1. PLCs will review evaluation data. PLCs will review unit assessments and document the number of students reaching at least 70% mastery on unit tests. First Nine Week Check Scores from pre-assessments will be used to identify which benchmarks are not being met.	1.1. Twice per year baseline and mid-year tests will be administered Semester Exams During the nine weeks - Homework Assignments -Unit assessments

Biology Goal K: The percentage of students scoring a Level 3 or higher on the 2013 Biology EOC will increase from 63% to 66%.	2012 Current Level of Performance:* **63% (27)**	2013 Expected Level of Performance:* **66% (35)**		identified or teacher to complete an Agreement to Earn. 2. High school science teachers of different subject areas will collaborate to review student grades on each unit with weekly PLC meetings. 3. PLCs write goals based on online unit material. (For example, 75% of the students will score a 70% or above on each unit of instruction.) 4. At the end of the unit, teachers will review unit tests for each unit. 5. Based on data, PLCs will identify what topic needs to be reviewed prior to Biology EOC. 6. PLCs record their meetings in the PLC logs.	-PLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check Developing Third Nine Week Check Developing	Second Nine Week Check Scores from ROADS Semester Exams will be used to identify which benchmarks are not being met. Third Nine Week Check Scores from pre assessments will be used to identify which benchmarks are not being met.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
L. Students scoring in upper third in Biology. Biology Goal L: The percentage of students scoring a Level 3 or higher on the 2013 Biology EOC will increase from 36% to 39%.	2012 Current Level of Performance:* **36% (16)**	2013 Expected Level of Performance:* **39% (20)**	2.1. -Teachers need assistance in integrating literacy strategies in the text.	2.1. - Students' comprehension of science text improves when students are engaged in reading & vocabulary comprehension strategies using the supplemental curriculum to the online course work.	2.1. Who Principal Assistant Principal Science Teacher How monitored -The Reading Coordinator will conduct staff trainings to implement reading strategies. -Teacher to attend district trainings on reading strategies.	2.1. Reading Coordinator will review lesson plans and complete class observations for feedback.	2.1. Semester Exams During the Grading Period -mini-assessments -unit assessments

NEW Writing Florida Alternate Assessment Goal

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

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**

STEM Goal #1: Review, upgrade/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1. Need common planning time for math, science, ELA and other STEM teachers Need for updated technical equipment that involves added cost Need for adding qualified full time teachers who are certified in STEM	1.1. Explicit direction for STEM professional learning communities to be established Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. Maintain a PLC lead	1.1. Logging number of cross-curricular lessons taught incorporating STEM, ELA, and literacy/reading. Share data with teachers.	1.1. Records of lessons

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
PLC focus on STEM Integration	all	Principal	Math and Science teachers	August, October and January	Walkthroughs and lessons	Principal

End of STEM Goal(s)

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 the number of students who have logged on to and created a Profile in the CHOICES data base from 1% to 5%	1.1. Student interest to plan ahead to college or technical track career planning; parent interest for student to add to current scholastic activities and involvement; teachers being unfamiliar with CHOICES.	1.1.Students create a career interest profile on CHOICES. Students will study for ACT or SAT. Students will review Bright Futures and other websites for scholarship opportunities.	1.1.CTE teachers	1.1.Aggregate and analyze the data every year.	1.1.Log the number of profiles created in CHOICES; Log number of students taking the ACT or SAT

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
Integration of career coursework	6-12	Lead Teacher	Teachers	Ongoing	Walk throughs and lesson plan logs	Lead teacher/principal

End of CTE Goal(s)