



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Village Academy On The Art & Sara Jo Kobacker
Campus

400 SW 12TH AVE

Delray Beach, FL 33444

561-243-6100

www.edline.net/pages/village_academy

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 97%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Village Academy On The Art & Sara Jo Kobacker

Principal

Guarn Sims

School Advisory Council chair

Nintha R. Graham

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Guarn Sims	Principal
Sharese Gillard	Assistant Principal
Latoya Dixon	Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The principal, staff, families, community and students comprise Village Academy's SAC.

Principal: Guarn Sims

Chairperson: Nintha R. Graham

Vice Chairperson: Kenya Madison

Secretary: Shannon Schwartz

Historian: Tobie Kasimer

Faculty Representatives:

Angela Burns

Emerald George

Andria Heaven

Ynocel Elie

Community and Business Representatives:

Sonia Telusnord

Johnny Bennett

Marlene Brown

Parent Representatives:

Valerie Bryant
Wyllande Veillard
Jean C. Delpè
Veronica L. Bowleg
Jean C. Senat
Alexandra Bien Aimè
Denise Alceus
John Prien
Miriam Medrano
Marie Exantus
Vernice Garcon
Kerline Vilsaint
Jeffrey Pierre
Marie Garcon

Involvement of the SAC in the development of the SIP

The SAC is involved with this year's School Improvement Plan by sharing their point of view over the past year's School Improvement Plan's success and by sharing feedback on the new School Improvement Plan at a scheduled meeting (the first Tuesday of the month).

Activities of the SAC for the upcoming school year

This year the SAC will aid with revising the SAC by laws, sharing their feedback on the last School Improvement Plan and the new one, and participating in school activities from sports to parent education nights.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds will support after-school tutorials programs and mini classroom grant initiatives submitted by classroom teachers.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Guarn Sims

Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

DEGREES:

Bachelors of Science in Youth Services and Government
 Master of Science in Educational Leadership

CERTIFICATIONS:

Educational Leadership K-12
 ESOL Endorsement
 Reading Endorsement

Performance Record

Principal of Village Academy School

2012-2013: Grade, Reading Mastery: 35%; Math Mastery 41%;
 Science Mastery 23, 19, 31 %; Writing Mastery 70%; Algebra
 EOC 21%, Biology EOC 34%; Geometry EOC 11% Principal of
 Village Academy School

2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%;
 Science Mastery 23%; Writing Mastery 88%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 91% of all seniors graduated with a standard graduation diploma.

Principal of Village Academy School

2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%;
 Science Mastery 22%; Writing Mastery 83%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 AYP: 74%; White, Black, Hispanic, Economically Disadvantaged,
 and Students with Disabilities did not meet Reading Proficiency;
 Hispanic, Economically Disadvantaged, Students with
 Disabilities, and Black subgroups did not meet Math Proficiency.

Principal of Royal Palm Beach Community High School

2009-2010: Grade: C, Reading Mastery: 41%; Math Mastery 77%;
 Science Mastery 38%; Writing Mastery 92%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 AYP: 79%; White, Black, Hispanic, Economically Disadvantaged,
 and Students with Disabilities did not meet Reading Proficiency;
 Hispanic, Economically Disadvantaged, and Students with
 Disabilities did not meet Math Proficiency; White and Black
 subgroups met Math Proficiency.

Principal of Royal Palm Beach Community High School

2008-2009: Grade: D, Reading Mastery: 39%; Math Mastery 71%;
 Science Mastery 35%; Writing Mastery 88%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 AYP: 74%; White, Black, Hispanic, Economically Disadvantaged,
 and Students with Disabilities did not meet Reading Proficiency;
 Hispanic, Economically Disadvantaged, and Students with
 Disabilities did not meet Math Proficiency; White and Black
 subgroups met Math Proficiency.

Principal of Lantana Community Middle

School 2007-2008: Grade: A, Reading Mastery: 58%; Math
 Mastery 61%; Science Mastery 38%; Writing Mastery 95%; 50%
 of AYP: 90% Hispanic and Students with Disabilities did not meet
 Reading and Math Proficiency

Principal of Galaxy Elementary School

2006-2007: Grade: A, Reading Mastery: 49%; Math Mastery 47%; Science Mastery 50%; Writing Mastery 80%; 50% of AYP: 72% Total School, Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not meet Reading Proficiency; Total School, Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not meet math proficiency.

Principal of Galaxy Elementary School

2005-2006: Grade: B, Reading Mastery: 48%; Math Mastery 60%; Writing Mastery 91%; 50% of AYP: 92% English Language Learners did not meet Reading and Math Proficiency.

Principal of Galaxy Elementary School

2004-2005: Grade: C, Reading Mastery: 46%; Math Mastery 53%; Writing Mastery 89%; 50% of AYP: 95% Writing Proficiency was not met.

Sharese Gillard

Asst Principal

Years as Administrator: 4

Years at Current School: 3

Credentials

DEGREES:
 Bachelors of Science in Organizational Management;
 Master of Science in Education Leadership

Performance Record

Assistant Principal of Village Academy School
 2012-2013: Grade , Reading Mastery: 35%; Math Mastery 41%;
 Science Mastery 23, 19, 31 %; Writing Mastery 70%; Algebra
 EOC 21%, Biology EOC 34%; Geometry EOC 11% Assistant
 Principal of Village Academy School
 2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%;
 Science Mastery 23%; Writing Mastery 88%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 91% of all seniors graduated with a standard graduation diploma.
 Assistant Principal of Village Academy School
 2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%;
 Science Mastery 22%; Writing Mastery 83%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 AYP: 74%; White, Black, Hispanic, Economically Disadvantaged,
 and Students with Disabilities did not meet Reading Proficiency;
 Hispanic, Economically
 Disadvantaged, Students with Disabilities, and Black subgroups
 did not meet Math Proficiency.
 Assistant Principal of Royal Palm Beach Community High School
 2009-2010 Grade: C, Reading Mastery: 41%; Math Mastery 77%;
 Science Mastery 38%; Writing Mastery 92%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 AYP: 79%; White, Black, Hispanic, Economically Disadvantaged,
 and Students with Disabilities did not meet Reading Proficiency;
 Hispanic, Economically Disadvantaged, and Students with
 Disabilities did not meet Math Proficiency; White and Black
 subgroups met Math Proficiency.

Latoya Dixon

Asst Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

DEGREES:
 Bachelor of Science in Elementary Education
 Master of Education in Educational Leadership
 CERTIFICATIONS:
 Educational Leadership
 ESOL Endorsement
 Reading Recovery
 Child Care Center

Performance Record

Assistant Principal at Village Academy
 2012-2013: Grade , Reading Mastery: 35%; Math Mastery 41%;
 Science Mastery 23, 19, 31 %; Writing Mastery 70%; Algebra
 EOC 21%, Biology EOC 34%; Geometry EOC 11%
 2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%;
 Science Mastery 23%; Writing Mastery 88%; 50% of 11th and
 12th grade students passed the FCAT Reading and Math Retake.
 91% of all seniors graduated with a standard graduation diploma.
 Assistant Principal Galaxy Elementary
 2010-2011: Grade: D, Reading Mastery: 48%; Math Mastery 46%;
 Science Mastery 25%; Writing Mastery 75%
 Assistant Principal Galaxy Elementary
 2009-2010: Grade: C, Reading Mastery: 50%; Math Mastery 54%;
 Science Mastery 17%; Writing Mastery 70%
 Assistant Principal Galaxy Elementary
 2008-2009: Grade: C, Reading Mastery: 48%; Math Mastery 49%;
 Science Mastery 33%; Writing Mastery 78%
 Assistant Principal Galaxy Elementary
 2007-2008: Grade: C, Reading Mastery: 43%; Math Mastery 46%;
 Science Mastery 27%; Writing Mastery 86%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tracy Kelly		
Full-time / School-based	Years as Coach: 9	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	<p>CERTIFICATIONS: Elementary Educations K-6 Reading K-12 ESOL Endorsement</p>	
Performance Record	<p>2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency.</p> <p>2009-2010 Grade: C, Reading Mastery: 47% Math Mastery: 62% Science Mastery: 38%. AYP- 79% met. No subgroups met criteria in reading or math.</p> <p>2008-2009: Grade: B, Reading Mastery: 46% Reading Learning Gains: 62%, Reading Low 25% Gains: 76%. AYP- 74% met. No subgroups met criteria in reading.</p> <p>2007-2008: Grade: B, Reading Mastery: 45% Reading Learning Gains: 56%, Reading Low 25% Gains: 70%. AYP- 90% met. Only SWD subgroup met criteria in reading.</p> <p>2006-2007 On leave</p>	

Shannon Solis		
Full-time / School-based	Years as Coach: 5	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	<p>CERTIFICATIONS: English 6-12 ESOL Endorsed Gifted Endorsed Reading Endorsed</p>	
Performance Record	<p>2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency.</p> <p>2009-2010: Grade: C, Reading Mastery: 41%; Math Mastery 77%; Science Mastery 38%; Writing Mastery 92%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 79%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Math Proficiency; White and Black subgroups met Math Proficiency.</p>	

Sandra Owens		
Part-time / School-based	Years as Coach: 10	Years at Current School: 5
Areas	Mathematics	
Credentials	CERTIFICATIONS: Elementary Education K-6 Math 6-12 ESOL Endorsement	
Performance Record	2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma. 2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency. 2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 62% Science Mastery: 38%. AYP- 79% met. No subgroups met criteria in reading or math. 2008-2009: Grade: B. Reading Mastery: 46% Reading Learning Gains: 62%, Reading Low 25% Gains: 76%. AYP- 74% met. No subgroups met criteria in reading. 90% met. Only SWD subgroup met criteria in reading.	

Classroom Teachers

# of classroom teachers	64
# receiving effective rating or higher	64, 100%
# Highly Qualified Teachers	94%
# certified in-field	63, 98%
# ESOL endorsed	32, 50%
# reading endorsed	5, 8%

with advanced degrees

27, 42%

National Board Certified

2, 3%

first-year teachers

2, 3%

with 1-5 years of experience

25, 39%

with 6-14 years of experience

22, 34%

with 15 or more years of experience

15, 23%

Education Paraprofessionals

of paraprofessionals

Highly Qualified

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Village Academy will provide support to first year teachers through teacher a mentoring program. The assistant principal will assign a mentor/buddy teacher to all new teachers (veteran and first year). Moreover, the principal will attend district and college campus job fairs to recruit highly qualified teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school pairs novice teachers with experienced teachers who have historically shown success in grasping the art and science of teaching.

EXAMPLES:

ELEMENTARY: Mrs. Kelly (a mentor) has utilized and integrated effective teaching strategies into the elementary curriculum. Additionally, Mrs. Kelly has several years of teaching experience at the primary level. The mentor and mentee will meet biweekly in a professional learning community to

discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning
 MATH: Ms. Owens has utilized and integrated effective teaching strategies into the math curriculum. Additionally, Ms. Owens has several years of teaching experience within the math content area.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
Academic Coaches: The Academic Coaches will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The coaches will provide professional development in the area of effective interventions as well as effective implementation of the core instructional program. The coaches will also research best practice scientifically based curriculum/behavioral assessment approaches and share these with the staff. The coaches will also work with individual teacher to ensure that interventions as well as core instructional practices are being implemented with fidelity. Coaches will model the implementation of the intervention when needed. Coaches will also serve as case managers for students in Tier II which would include meeting with teachers to create interventions, reviewing student data, and conducting follow up with teachers to ensure that student data is being collected, tracked, and graphed.
Psychologist: The Psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.
Guidance Counselor: The Guidance Counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The counselor will also be responsible for tracking school based team referrals and provide social and behavioral interventions by tracking and monitoring their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students. This person will provide professional development to the staff in reference to effective interventions, using CBM to progress monitor the effectiveness of the interventions and graphing and analyzing student data. The RTI facilitator will also provide case management and interventions for students in Tier III.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RTI leadership team will meet once a week after school. During the meetings, the members will review new referrals, use problem solving and data analysis to make effective decisions for students.

Based on the data students will be assigned a case manager who will meet with individual teachers to help set goals and interventions for students in Tier II and III. The team will also identify professional development and resources. Each week the team will review previous referrals and provide input and feedback from teachers providing the interventions. The team will continue to monitor the progress monitoring data to ensure that interventions are being provided with fidelity and to determine when it is time to change an intervention. In addition the team will have ongoing evaluation of the implementation of the SIP to determine if the core strategies are being implemented and assess their effectiveness.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RTI leadership team will evaluate the implementation of the SIP throughout the year. The leadership team will then meet with the SAC and principal to modify the SIP. The team will share student data including Tier 1, 2, and 3 targets, and academic and social/emotional areas that need to be addressed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier 1 - Student data will encompass all school and district required assessment including- K-3 Assessment, FAIR, the district's diagnostic assessments, Princeton Review Common and Mini assessments, and FCAT.

Tier II- K-3 Assessment, FAIR, the district's diagnostic assessments, Princeton Review Common and Mini assessments, FCAT, DIBELS, DAR, and CBM's.

Tier III- K-3 Assessment, FAIR, the district's diagnostic assessments, Princeton Review Common and Mini assessments, FCAT, DIBELS, DAR, and CBM's.

Progress monitoring will be collected weekly for students in Tier II and III.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers will provided an initial training on the RTI process. This training will be geared to the problem solving approach as well as understanding a proactive approach to helping children who appear to be struggling academically, behaviorally or socially. On going training will occur during LTM's on interventions that match student deficit, data based decision making, using curriculum based measures as probes and for progress monitoring and data collecting, tracking and graphing.

The RTI will discuss individual PD needs based upon observation of the school's implementation of RTI.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 8,200

Students will receive after school tutoring specifically targeted to the students' weaknesses.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Fall diagnostic data will be used to create tutorial groupings and curriculum and Winter diagnostic data will show the programs effectiveness. Winter diagnostics will help differentiate the instruction again.

Who is responsible for monitoring implementation of this strategy?

The Reading Coach will evaluate data and create program for Tutorial Manager to execute.

Strategy: Summer Program

Minutes added to school year: 3,340

Students receive differentiated reading remediation and writing enrichment in the summer program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

SRI tests are given to the reading students on the first and last day of class to assess starting and ending points. Moreover, the writing students are given a pre and post writing assessment to monitor growth. Lastly, Fall diagnostics and the first Palm Beach Writes/Performance Assessments are assessed to see percentage of summer slide.

Who is responsible for monitoring implementation of this strategy?

Administration, Reading and Writing Coach and teachers.

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Shannon Solis	Reading Coach
Tracy Kelly	Reading Coach
Sharmange Solis	Science Coach
Sandra Owens	Math Coach
Shannon Schwartz	Learning Team Facilitator
Guarn Sims	Principal
Sharese Gillard	Assistant Principal
Latoya Dixon	Assistant Principal

How the school-based LLT functions

The LLT team will attend meetings two times per month, attend curriculum meetings within grade levels, and dialogue with teachers on an on-going basis. As a result, the team will share out and work towards student academic growth using the knowledge and data.

Major initiatives of the LLT

This year the LLT team will focus on building teacher capacity based on the District's new literacy plan, Common Core K-2, and blending Common Core with NGSSS in all needed areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Village Academy ensures that all teachers are contributing to the students' reading improvement by having school wide, cross curriculum, initiatives. With the inception of AVID, Reader's Workshop and SpringBoard, all elementary and secondary teachers have been trained to use an array of reading strategies, including electives, to be shared with all students. The continuity allows staff to share a common language with less ambiguity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

To assist with the transition of preschool children from early childhood programs, Village Academy staff will collaborate with pre-schools in the local community to conduct school tours, provide readiness checklists, and conduct parent trainings regarding the preschool transition. At Village Academy, all entering Kindergarten students are assessed within the first two weeks of school to determine individual student needs. All students are assessed with FAIR. Once the students are screened, the data will be collected, disaggregated, and analyzed within the first three weeks of school to homogeneously group students so that instruction can be focused on the needs of the group. The data will also be used to plan daily the academic instruction for all students and for individual students who may need intervention beyond the core instructional curriculum. The kindergarten academic instruction will include daily explicit

instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data. Ongoing assessment will occur in the 5 areas of Reading throughout the school year.

1. Inform parents of kindergarten roundup
2. Provide pre-school activities for Head Start students
3. Communicate with local pre-schools

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Many of the courses offered at Village Academy are developed and chosen from existing curriculum to help students make the connection between school and the "real world". For instance, the students are exposed to journalism, computer programming, AP Environmental Science, Economics, marketing, digital photography, student government, leadership skills, and web design. These courses are integrated into their schedules as electives and core subjects to help students gain the skills and knowledge needed to tie the classroom to their futures.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Additionally, a list of students who are in need of academic support is generated every 4 ½ weeks and the administrative staff meets with these students individually to discuss the academic concerns and discuss support interventions. To help expose our students to the various college and career options that are available to them, Village Academy provides high school students with the opportunity to tour the colleges and universities throughout the state of Florida. Village Academy teachers accompany the students as chaperones on the trip and utilize these college experiences for reflection activities within the classroom relating to their high school academic development. On each college tour, students tour each college campus, visit with college counselors and advisors, discuss admissions and financial aid requirements, learn about college scholarship opportunities, visit college classrooms, and experience what it feels like to be on a college campus. Village Academy strongly believes that it is very important for high school students to experience the college environment and we demonstrate our serious investment in this concept by paying the cost for this tour. To help students prepare for the rigor of the SAT, ACT, and CPT tests that are taken during 11th and 12th grade, Village Academy implements an aggressive assessment schedule to expose students to college preparatory entrance testing formats early in their middle and high school career. College preparation testing consists of 8th grade students taking the ReadStep exam (pre-PSAT), 9th grade taking the EXPLORE test (Pre-ACT), and 10th grade taking the PSAT test and the PLAN test (Pre-ACT). 11th grade students will be required to take the SAT and/or the ACT at least once during the 11th grade.

Strategies for improving student readiness for the public postsecondary level

The educational objective for high school students who enroll at Village Academy is to prepare them for college enrollment and subsequent graduation to assist the students in overcoming poverty and other negative social factors. A heavy emphasis will be made on increasing the number of students who take AP courses and enroll in dual enrollment courses. Several other strategies are being implemented to help prepare Village Academy students for postsecondary education. One strategy utilized is that all 9th and 10th grade students are highly encouraged to enroll in French for one of their elective courses during their first two years of high school, which helps to ensure that the foreign language requirement needed for college enrollment and Bright Futures is completed early in their high school career. Also, the academic progress of Village Academy high school students is closely tracked every 4 ½ weeks to

monitor the academic profiles on all of the high school students. With a small population of high school students (less than 300 students), the monitoring of their academic progress is able to be done in a very personal manner. The guidance counselor and administrative staff will meet with students individually to review their high school credits, cumulative GPA, remaining courses to take, Bright Futures eligibility, and discuss any necessary scheduling adjustments to qualify for postsecondary education.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	35%	No	48%
American Indian				
Asian				
Black/African American	41%	33%	No	47%
Hispanic	54%	53%	No	59%
White				
English language learners	35%	19%	No	42%
Students with disabilities	28%	9%	No	36%
Economically disadvantaged	42%	36%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	22%	45%
Students scoring at or above Achievement Level 4	54	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	278	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	72	64%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	76	59%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	26%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	21%	26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	10	26%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	107	70%	94%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	29%	No	51%
American Indian				
Asian				
Black/African American	43%	38%	No	49%
Hispanic	58%	60%	Yes	62%
White				
English language learners	34%	30%	No	41%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	45%	41%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	30%	40%
Students scoring at or above Achievement Level 4	40	11%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	16	60%	65%
Middle school performance on high school EOC and industry certifications	60	100%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	41%	No	51%
American Indian				
Asian				
Black/African American	43%	38%	No	49%
Hispanic	58%	60%	Yes	62%
White				
English language learners	34%	30%	No	41%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	45%	41%	No	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	277	67%	72%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		74%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	16	42%	47%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	49%	54%
Students scoring at or above Achievement Level 4	17	20%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		16%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	23%	35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	19%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	31%	36%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		7%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	0%
Students who are not proficient in reading by third grade	45	67%	62%
Students who receive two or more behavior referrals	95	23%	18%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	71	17%	12%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	23	12%	7%
Students who fail an English Language Arts course	35	19%	12%
Students who fail two or more courses in any subject	53	28%	23%
Students who receive two or more behavior referrals	87	47%	42%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	44	24%	19%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	1	2%	0%
Students in ninth grade who fail two or more courses in any subject	10	19%	14%
Students with grade point average less than 2.0	24	14%	9%
Students who fail to progress on-time to tenth grade	2	4%	0%
Students who receive two or more behavior referrals	67	40%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	42	25%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	31	81%	86%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	8	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	33	87%	87%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To involve parents in an organized, ongoing, and timely manner in the improvements of the school as an important part of the decision making body. Involvement includes the School Improvement Plan, School Advisory Counsel, funds, parent volunteers, Title I matters, and assist parents with school activities,

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide parent training to build parent academic capacity.		34%	40%

Area 10: Additional Targets

Additional targets for the school

Village Academy will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- 1) History of the Holocaust
- 2) History of Africans and African Americans
- 3) Hispanic Contributions
- 4) Women's Contributions
- 5) Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Village Academy teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)		100%	100%

Goals Summary

- G1.** Reading proficiency will increase by 13 percentile points across the tested grades (3-10).
- G2.** All social studies students will receive explicit EOC instruction infused into their curriculum.
- G3.** Postsecondary Readiness proficiency will increase by 5 percentile points.
- G4.** Writing proficiency will increase by 24 percentile points.
- G5.** Florida Common Core will be infused in all content areas.
- G6.** Elementary and Middle School students will will increase math proficiency by 22 percentile points across the tested grades (3-8).
- G7.** Elementary students will increase proficiency by 11 percentile points across the tested grades (5).
- G8.** Middle school students will increase proficiency by 16 percentile points across the tested grades (8).
- G9.** Biology students will increase proficiency by 5 percentile points.
- G10.** Middle School Excelleration will increase proficiency by 5 percentile points across the tested classes.
- G11.** High School-Post Secondary Readiness will increase proficiency by 5 percentile points.
- G12.** Algebra students will increase proficiency by 5 percentile points on the 2014 EOC.
- G13.** Geometry students will increase proficiency by 5 percentile points on the 2014 EOC.
- G14.** ALL US History students will receive specific content related curriculum in their social studies courses.
- G15.** All Biology EOC students will receive specific content area related curriculum in their science course.
- G16.** Involve parents in the planning, reviewing and improvements of the school as an important part of the decision making body. Involvement would include such things as implementation of the SIP. Through this goal, parents will help further our vision.

Goals Detail

G1. Reading proficiency will increase by 13 percentile points across the tested grades (3-10).

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- AVID
- SpringBoard
- Tutoring
- Reader's Workshop
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, FAIR, Reading Running Records, and and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Reading Coach, LTF, Administration and all teachers (elective and core)

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G2. All social studies students will receive explicit EOC instruction infused into their curriculum.

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- AVID
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Equipping classrooms with the necessary curriculum materials to implement AVID.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, FAIR, Reading Running Records, and and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Reading Coach, LTF, Administration and all teachers (elective and core)

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G3. Postsecondary Readiness proficiency will increase by 5 percentile points.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- AVID
- SpringBoard
- Tutoring
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Equipping classrooms with the necessary curriculum materials to implement AVID and SpringBoard.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, FAIR, Reading Running Records, and and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Reading Coach, LTF, Administration and all teachers (elective and core)

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G4. Writing proficiency will increase by 24 percentile points.

Targets Supported

- Writing

Resources Available to Support the Goal

- AVID
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Providing differentiated instruction during the instructional day
- Consistently implementing higher-order questions during instructional delivery
- Providing differentiated instruction during the instructional day

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, PBW and Performance Assessments to monitor student growth, and iObservation

Person or Persons Responsible

Reading Coach, Writing Coach LTF, Administration and all teachers (elective and core)

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G5. Florida Common Core will be infused in all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- AVID
- SpringBoard
- Reader's Workshop
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Teachers receiveing enough professional development and support to infuse Florida Common Core into all content areas.
- Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, FAIR, Reading Running Records, and and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Reading Coach, LTF, Administration and all teachers (elective and core)

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G6. Elementary and Middle School students will will increase math proficiency by 22 percentile points across the tested grades (3-8).

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- AVID
- Tutoring
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Math Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G7. Elementary students will increase proficiency by 11 percentile points across the tested grades (5).

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Tutoring
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

-
- Providing differentiated instruction during the instructional day

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Science Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G8. Middle school students will increase proficiency by 16 percentile points across the tested grades (8).

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Tutoring
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

-
- Providing differentiated instruction during the instructional day

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Science Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G9. Biology students will increase proficiency by 5 percentile points.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Tutoring
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

-
- Providing differentiated instruction during the instructional day

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Science Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G10. Middle School Excelleration will increase proficiency by 5 percentile points across the tested classes.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- AVID
- Tutoring
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Math Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G11. High School-Post Secondary Readiness will increase proficiency by 5 percentile points.

Targets Supported

- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- AVID
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Math Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G12. Algebra students will increase proficiency by 5 percentile points on the 2014 EOC.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- AVID
- Learning Team Meetings
- Afterschool tutorials.

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Math Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G13. Geometry students will increase proficiency by 5 percentile points on the 2014 EOC.

Targets Supported

- Math ()
- Geometry EOC

Resources Available to Support the Goal

- AVID
- Learning Team Meetings
- Afterschool tutorials.

Targeted Barriers to Achieving the Goal

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Level 2 students considered as "Zone" students not showing progress
- Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)
- Providing differentiated instruction during the instructional day
- Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

Plan to Monitor Progress Toward the Goal

Lesson plan evaluation, CORE K12, and diagnostics to monitor student growth, and iObservation

Person or Persons Responsible

Math Coach, LTF, Administration

Target Dates or Schedule:

Biweekly, fall and winter, and annually

Evidence of Completion:

Monitoring of lesson evaluations (rubric) from administration and LTM.

G14. ALL US History students will receive specific content related curriculum in their social studies courses.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G15. All Biology EOC students will receive specific content area related curriculum in their science course.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G16. Involve parents in the planning, reviewing and improvements of the school as an important part of the decision making body. Involvement would include such things as implementation of the SIP. Through this goal, parents will help further our vision.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Edline
- ParentLink
- Parent Liaison
- SAC and PTA Meetings

Targeted Barriers to Achieving the Goal

- Consistent Communication
- Lack of background knowledge in content areas

Plan to Monitor Progress Toward the Goal

Communication between staff and student families

Person or Persons Responsible

Administration

Target Dates or Schedule:

On going

Evidence of Completion:

Contact logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading proficiency will increase by 13 percentile points across the tested grades (3-10).

G1.B1 Level 3, 4, and 5 regression

G1.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

AVID will be implemented

Person or Persons Responsible

Administration, AVID teachers and AVID coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Student samples and observation

Plan to Monitor Effectiveness of G1.B1.S1

AVID strategies

Person or Persons Responsible

Administration, AVID teachers, and the AVID coordinator

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Social Studies teachers will check binders and AVID coordinator will collect work samples

G1.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All tested grade teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, reading coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily and weekly and biweekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Person or Persons Responsible

All teachers 6-12

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coordinator, Assistant Principal and Reading Coach

Participants:

6-12 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Consistently implementing higher-order questions during instructional delivery

G1.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Action Step 2

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Level 2 students considered as "Zone" students not showing progress

G1.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administraion, the reading coach, and the tutorial manager will monitor implementaion.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Facilitator:

LTF will work with coach on identifying "zone" students and developing tutorial materials.

Participants:

LTF and Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G1.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G1.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G1.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G1.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G1.B4.S1

The tutor will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutors

Target Dates or Schedule

Tutors will monitor 2x week (they meet 2x week).

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B4.S1

Tutorial assessments and CORE K12 data will be collected

Person or Persons Responsible

Tutors, classroom teachers, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessment results

G1.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G1.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G1.B5 Providing differentiated instruction during the instructional day

G1.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G1.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G1.B6 Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

G1.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator and LTF

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

Facilitator:

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, and AVID Coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Focus calendars, lesson plans, CORE K12, data conferences, and diagnostics

Plan to Monitor Effectiveness of G1.B6.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator, and Learning Team Facilitator

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12 assessment, classroom assessment, and student artifacts.

G1.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G1.B6.S2

Using intensive reading courses to support level 1 and 2 disfluent students

Person or Persons Responsible

Reading teachers, administration, reading coach and LTF

Target Dates or Schedule

Daily and Biweekly

Evidence of Completion

Classroom assessments, CORE K12 and diagnostics

G2. All social studies students will receive explicit EOC instruction infused into their curriculum.

G2.B1 Level 3, 4, and 5 regression

G2.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

AVID will be implemented

Person or Persons Responsible

Administration, AVID teachers and AVID coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Student samples and observation

Plan to Monitor Effectiveness of G2.B1.S1

AVID strategies

Person or Persons Responsible

Administration, AVID teachers, and the AVID coordinator

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Social Studies teachers will check binders and AVID coordinator will collect work samples

G2.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All tested grade teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, reading coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily and weekly and biweekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Person or Persons Responsible

All teachers 6-12

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, Assistant Principal and Reading Coach

Participants:

6-12 teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Consistently implementing higher-order questions during instructional delivery

G2.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Action Step 2

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B3 Level 2 students considered as "Zone" students not showing progress

G2.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administraion, the reading coach, and the tutorial manager will monitor implementaion.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Facilitator:

LTF will work with coach on identifying "zone" students and developing tutorial materials.

Participants:

LTF and Reading Coach

Plan to Monitor Fidelity of Implementation of G2.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G2.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G2.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G2.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G2.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G2.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G2.B4.S1

The tutor will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutors

Target Dates or Schedule

Tutors will monitor 2x week (they meet 2x week).

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G2.B4.S1

Tutorial assessments and CORE K12 data will be collected

Person or Persons Responsible

Tutors, classroom teachers, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessment results

G2.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G2.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G2.B5 Providing differentiated instruction during the instructional day

G2.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G2.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G2.B6 Equipping classrooms with the necessary curriculum materials to implement AVID.

G2.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator and LTF

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

Facilitator:

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, and AVID Coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Focus calendars, lesson plans, CORE K12, data conferences, and diagnostics

Plan to Monitor Effectiveness of G2.B6.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator, and Learning Team Facilitator

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12 assessment, classroom assessment, and student artifacts.

G2.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G2.B6.S2

Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G2.B6.S2

Using intensive reading courses to support level 1 and 2 disfluent students

Person or Persons Responsible

Reading teachers, administration, reading coach and LTF

Target Dates or Schedule

Daily and Biweekly

Evidence of Completion

Classroom assessments, CORE K12 and diagnostics

G3. Postsecondary Readiness proficiency will increase by 5 percentile points.

G3.B1 Level 3, 4, and 5 regression

G3.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

AVID will be implemented

Person or Persons Responsible

Administration, AVID teachers and AVID coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Student samples and observation

Plan to Monitor Effectiveness of G3.B1.S1

AVID strategies

Person or Persons Responsible

Administration, AVID teachers, and the AVID coordinator

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Social Studies teachers will check binders and AVID coordinator will collect work samples

G3.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All tested grade teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, reading coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily and weekly and biweekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Person or Persons Responsible

All teachers 6-12

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, Assistant Principal and Reading Coach

Participants:

6-12 teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Consistently implementing higher-order questions during instructional delivery

G3.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Action Step 2

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 Level 2 students considered as "Zone" students not showing progress

G3.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administraion, the reading coach, and the tutorial manager will monitor implementaion.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Facilitator:

LTF will work with coach on identifying "zone" students and developing tutorial materials.

Participants:

LTF and Reading Coach

Plan to Monitor Fidelity of Implementation of G3.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G3.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G3.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G3.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G3.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G3.B4.S1

The tutor will moitor the students through anecdotel records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutors

Target Dates or Schedule

Tutors will monitor 2x week (they meet 2x week).

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B4.S1

Tutorial assessments and CORE K12 data will be collected

Person or Persons Responsible

Tutors, classroom teachers, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessment results

G3.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G3.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G3.B5 Providing differentiated instruction during the instructional day

G3.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G3.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G3.B6 Equipping classrooms with the necessary curriculum materials to implement AVID and SpringBoard.

G3.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator and LTF

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

Facilitator:

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, and AVID Coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Focus calendars, lesson plans, CORE K12, data conferences, and diagnostics

Plan to Monitor Effectiveness of G3.B6.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator, and Learning Team Facilitator

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12 assessment, classroom assessment, and student artifacts.

G3.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G3.B6.S2

Using intensive reading courses to support level 1 and 2 disfluent students

Person or Persons Responsible

Reading teachers, administration, reading coach and LTF

Target Dates or Schedule

Daily and Biweekly

Evidence of Completion

Classroom assessments, CORE K12 and diagnostics

G4. Writing proficiency will increase by 24 percentile points.

G4.B1 Providing differentiated instruction during the instructional day

G4.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

Facilitator:

Reading Coach, Writing Coach and AVID Coordinator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

AVID will be implemented

Person or Persons Responsible

Administration, AVID teachers and AVID coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Student samples and observation

Plan to Monitor Effectiveness of G4.B1.S1

AVID strategies

Person or Persons Responsible

Administration, AVID teachers, and the AVID coordinator

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Social Studies teachers will check binders and AVID coordinator will collect work samples

G4.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Reading Coach, Writing Coach, and AVID Coordinator

Participants:

All tested grade teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, Reading Coach, Writing Coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily and weekly and biweekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G4.B1.S2

Students content summarizing is being implemented

Person or Persons Responsible

Teachers, AVID Coordinator, Reading Coach, Writing Coach, LTF, and administration.

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples

G4.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Person or Persons Responsible

All teachers 6-12

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, Assistant Principal and Reading Coach

Participants:

6-12 teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Consistently implementing higher-order questions during instructional delivery

G4.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Facilitator:

AVID Coordinator and AVID Trainers

Participants:

Teachers, AVID Coordinator, Coaches, administration

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3 Providing differentiated instruction during the instructional day

G4.B3.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G4.B3.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G5. Florida Common Core will be infused in all content areas.

G5.B1 Teachers receiveing enough professional development and support to infuse Florida Common Core into all content areas.

G5.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

AVID will be implemented

Person or Persons Responsible

Administration, AVID teachers and AVID coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Student samples and observation

Plan to Monitor Effectiveness of G5.B1.S1

AVID strategies

Person or Persons Responsible

Administration, AVID teachers, and the AVID coordinator

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Social Studies teachers will check binders and AVID coordinator will collect work samples

G5.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Reading Coach and AVID Coordinator

Participants:

All tested grade teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, reading coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily and weekly and biweekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Person or Persons Responsible

All teachers 6-12

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, Assistant Principal and Reading Coach

Participants:

6-12 teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S4 Unpacking Standards

Action Step 1

Teachers will be supplied with professional development enabling them to infuse Florida Common Core into all content areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessment results.

Facilitator:

State and LTF

Participants:

Teachers, administration, and coaches

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Teachers will infuse FCC into heir instruction

Person or Persons Responsible

Teachers, coaches, and administrators

Target Dates or Schedule

Daily and biweekly

Evidence of Completion

Student work samples, lesson plans, and focus calendars

Plan to Monitor Effectiveness of G5.B1.S4

The implementation of FCC into subject areas

Person or Persons Responsible

Teachers, coaches, LTF, and administration

Target Dates or Schedule

All year

Evidence of Completion

Student artifacts and assessments

G5.B2 Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

G5.B2.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator and LTF

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

Facilitator:

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, and AVID Coordinator

Target Dates or Schedule

Biweekly

Evidence of Completion

Focus calendars, lesson plans, CORE K12, data conferences, and diagnostics

Plan to Monitor Effectiveness of G5.B2.S1

Teachers will participate in their common learning team meeting to discuss their curriculum focus and use student data.

Person or Persons Responsible

Administration, Reading Coach, AVID Coordinator, and Learning Team Facilitator

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12 assessment, classroom assessment, and student artifacts.

G5.B2.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Person or Persons Responsible

Administration, Reading Coach, and Guidance Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G5.B2.S2

Using intensive reading courses to support level 1 and 2 disfluent students

Person or Persons Responsible

Reading teachers, administration, reading coach and LTF

Target Dates or Schedule

Daily and Biweekly

Evidence of Completion

Classroom assessments, CORE K12 and diagnostics

G6. Elementary and Middle School students will increase math proficiency by 22 percentile points across the tested grades (3-8).

G6.B1 Level 3, 4, and 5 regression

G6.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Math Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, math coach, administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G6.B1.S1

The use of content summarizing in the math classrooms

Person or Persons Responsible

Teachers, math coach LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts

G6.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Person or Persons Responsible

Math teachers 4-8

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants:

Teachers, AVID Coodinator, administration and Math Coach

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Cornell notes are being used effectively in math classrooms

Person or Persons Responsible

Teachers, math coach, and administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G6.B1.S2

The use of Cornell notes for effective note taking and understanding of content to use as study materials

Person or Persons Responsible

Teachers, AVID Coordinator, math coach, LTF, administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student notebooks, and classroom assessments

G6.B2 Consistently implementing higher-order questions during instructional delivery

G6.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G6.B2.S1

The use of higher order questioning in the classroom

Person or Persons Responsible

Teachers, math coach, and administration

Target Dates or Schedule

Daily and biweekly

Evidence of Completion

Observations, lesson plans, and student work

G6.B3 Level 2 students considered as "Zone" students not showing progress

G6.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administration, the reading coach, and the tutorial manager will monitor implementation.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Plan to Monitor Fidelity of Implementation of G6.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G6.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G6.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G6.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G6.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G6.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G6.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G6.B4.S1

The tutoes will monitor the students through anecdotel records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutor

Target Dates or Schedule

2x a week

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G6.B4.S1

Tutorial assessments and CORE K12 data

Person or Persons Responsible

Tutors, reading coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Reports reviewed by LTF and discussed with reading coach

G6.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G6.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G6.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G6.B5 Providing differentiated instruction during the instructional day

G6.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G6.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G6.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G6.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Action Step 2

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G6.B6.S1

Students are receiving effective small group instruction

Person or Persons Responsible

Teachers, Reading Coach, ELL Coordinator, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G6.B6.S1

The effectiveness of small group instruction

Person or Persons Responsible

Teacher, ELL Coordinator, Reading Coach, LTF, and Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Analysis of assessments through CORE K12, diagnostics and classroom assessments

G6.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Person or Persons Responsible

Teachers, ELL Coordinator, Reading Coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

Facilitator:

AVID and SpringBoard trainings

Participants:

AVID and SpringBoard teachers, coordinators, and administration

Plan to Monitor Fidelity of Implementation of G6.B6.S2

Students are receiving and utilizing AVID and SpringBoard strategies to comprehend text

Person or Persons Responsible

Teachers, AVID Coordinator, ELL Coordinator, Reading Coach, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G6.B6.S2

Students understand and are using the AVID and SpringBoard strategies for text comprehension

Person or Persons Responsible

Teachers, ELL Coordinator, AVID Coordinator, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student artifacts, and classroom assessments

G7. Elementary students will increase proficiency by 11 percentile points across the tested grades (5).

G7.B2 Providing differentiated instruction during the instructional day

G7.B2.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, science coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, science coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G7.B2.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, science coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G8. Middle school students will increase proficiency by 16 percentile points across the tested grades (8).

G8.B2 Providing differentiated instruction during the instructional day

G8.B2.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, science coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, science coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G8.B2.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, science coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G9. Biology students will increase proficiency by 5 percentile points.

G9.B2 Providing differentiated instruction during the instructional day

G9.B2.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, science coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, science coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G9.B2.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, science coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G10. Middle School Excelleration will increase proficiency by 5 percentile points accross the tested classes.

G10.B1 Level 3, 4, and 5 regression

G10.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Math Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, math coach, administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G10.B1.S1

The use of content summarizing in the math classrooms

Person or Persons Responsible

Teachers, math coach LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts

G10.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Person or Persons Responsible

Math teachers 4-8

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants:

Teachers, AVID Coodinator, administration and Math Coach

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Cornell notes are being used effectively in math classrooms

Person or Persons Responsible

Teachers, math coach, and administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G10.B1.S2

The use of Cornell notes for effective note taking and understanding of content to use as study materials

Person or Persons Responsible

Teachers, AVID Coordinator, math coach, LTF, administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student notebooks, and classroom assessments

G10.B2 Consistently implementing higher-order questions during instructional delivery

G10.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G10.B2.S1

The use of higher order questioning in the classroom

Person or Persons Responsible

Teachers, math coach, and administration

Target Dates or Schedule

Daily and biweekly

Evidence of Completion

Observations, lesson plans, and student work

G10.B3 Level 2 students considered as "Zone" students not showing progress

G10.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administration, the reading coach, and the tutorial manager will monitor implementation.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Plan to Monitor Fidelity of Implementation of G10.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G10.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G10.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G10.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G10.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G10.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G10.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G10.B4.S1

The tutoes will monitor the students through anecdotel records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutor

Target Dates or Schedule

2x a week

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G10.B4.S1

Tutorial assessments and CORE K12 data

Person or Persons Responsible

Tutors, reading coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Reports reviewed by LTF and discussed with reading coach

G10.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G10.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G10.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G10.B5 Providing differentiated instruction during the instructional day

G10.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G10.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G10.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G10.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Action Step 2

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G10.B6.S1

Students are receiving effective small group instruction

Person or Persons Responsible

Teachers, Reading Coach, ELL Coordinator, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G10.B6.S1

The effectiveness of small group instruction

Person or Persons Responsible

Teacher, ELL Coordinator, Reading Coach, LTF, and Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Analysis of assessments through CORE K12, diagnostics and classroom assessments

G10.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Person or Persons Responsible

Teachers, ELL Coordinator, Reading Coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

Facilitator:

AVID and SpringBoard trainings

Participants:

AVID and SpringBoard teachers, coordinators, and administration

Plan to Monitor Fidelity of Implementation of G10.B6.S2

Students are receiving and utilizing AVID and SpringBoard strategies to comprehend text

Person or Persons Responsible

Teachers, AVID Coordinator, ELL Coordinator, Reading Coach, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G10.B6.S2

Students understand and are using the AVID and SpringBoard strategies for text comprehension

Person or Persons Responsible

Teachers, ELL Coordinator, AVID Coordinator, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student artifacts, and classroom assessments

G11. High School-Post Secondary Readiness will increase proficiency by 5 percentile points.

G11.B1 Level 3, 4, and 5 regression

G11.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Math Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, math coach, administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G11.B1.S1

The use of content summarizing in the math classrooms

Person or Persons Responsible

Teachers, math coach LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts

G11.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Person or Persons Responsible

Math teachers 4-8

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants:

Teachers, AVID Coodinator, administration and Math Coach

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Cornell notes are being used effectively in math classrooms

Person or Persons Responsible

Teachers, math coach, and administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G11.B1.S2

The use of Cornell notes for effective note taking and understanding of content to use as study materials

Person or Persons Responsible

Teachers, AVID Coordinator, math coach, LTF, administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student notebooks, and classroom assessments

G11.B2 Consistently implementing higher-order questions during instructional delivery

G11.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G11.B2.S1

The use of higher order questioning in the classroom

Person or Persons Responsible

Teachers, math coach, and administration

Target Dates or Schedule

Daily and biweekly

Evidence of Completion

Observations, lesson plans, and student work

G11.B3 Level 2 students considered as "Zone" students not showing progress

G11.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administration, the reading coach, and the tutorial manager will monitor implementation.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and CoreK12

Plan to Monitor Fidelity of Implementation of G11.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G11.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G11.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G11.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G11.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G11.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G11.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G11.B4.S1

The tutoes will monitor the students through anecdotel records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutor

Target Dates or Schedule

2x a week

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G11.B4.S1

Tutorial assessments and CORE K12 data

Person or Persons Responsible

Tutors, reading coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Reports reviewed by LTF and discussed with reading coach

G11.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G11.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G11.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G11.B5 Providing differentiated instruction during the instructional day

G11.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G11.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G11.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G11.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Action Step 2

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G11.B6.S1

Students are receiving effective small group instruction

Person or Persons Responsible

Teachers, Reading Coach, ELL Coordinator, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G11.B6.S1

The effectiveness of small group instruction

Person or Persons Responsible

Teacher, ELL Coordinator, Reading Coach, LTF, and Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Analysis of assessments through CORE K12, diagnostics and classroom assessments

G11.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Person or Persons Responsible

Teachers, ELL Coordinator, Reading Coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

Facilitator:

AVID and SpringBoard trainings

Participants:

AVID and SpringBoard teachers, coordinators, and administration

Plan to Monitor Fidelity of Implementation of G11.B6.S2

Students are receiving and utilizing AVID and SpringBoard strategies to comprehend text

Person or Persons Responsible

Teachers, AVID Coordinator, ELL Coordinator, Reading Coach, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G11.B6.S2

Students understand and are using the AVID and SpringBoard strategies for text comprehension

Person or Persons Responsible

Teachers, ELL Coordinator, AVID Coordinator, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student artifacts, and classroom assessments

G12. Algebra students will increase proficiency by 5 percentile points on the 2014 EOC.

G12.B1 Level 3, 4, and 5 regression

G12.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Math Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, math coach, administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G12.B1.S1

The use of content summarizing in the math classrooms

Person or Persons Responsible

Teachers, math coach LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts

G12.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Person or Persons Responsible

Math teachers 4-8

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants:

Teachers, AVID Coodinator, administration and Math Coach

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Cornell notes are being used effectively in math classrooms

Person or Persons Responsible

Teachers, math coach, and administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G12.B1.S2

The use of Cornell notes for effective note taking and understanding of content to use as study materials

Person or Persons Responsible

Teachers, AVID Coordinator, math coach, LTF, administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student notebooks, and classroom assessments

G12.B2 Consistently implementing higher-order questions during instructional delivery

G12.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G12.B2.S1

The use of higher order questioning in the classroom

Person or Persons Responsible

Teachers, math coach, and administration

Target Dates or Schedule

Daily and biweekly

Evidence of Completion

Observations, lesson plans, and student work

G12.B3 Level 2 students considered as "Zone" students not showing progress

G12.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administration, the reading coach, and the tutorial manager will monitor implementation.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Plan to Monitor Fidelity of Implementation of G12.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G12.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G12.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G12.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G12.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G12.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G12.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G12.B4.S1

The tutoes will monitor the students through anecdotel records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutor

Target Dates or Schedule

2x a week

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G12.B4.S1

Tutorial assessments and CORE K12 data

Person or Persons Responsible

Tutors, reading coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Reports reviewed by LTF and discussed with reading coach

G12.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G12.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G12.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G12.B5 Providing differentiated instruction during the instructional day

G12.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G12.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G12.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G12.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Action Step 2

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G12.B6.S1

Students are receiving effective small group instruction

Person or Persons Responsible

Teachers, Reading Coach, ELL Coordinator, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G12.B6.S1

The effectiveness of small group instruction

Person or Persons Responsible

Teacher, ELL Coordinator, Reading Coach, LTF, and Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Analysis of assessments through CORE K12, diagnostics and classroom assessments

G12.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Person or Persons Responsible

Teachers, ELL Coordinator, Reading Coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

Facilitator:

AVID and SpringBoard trainings

Participants:

AVID and SpringBoard teachers, coordinators, and administration

Plan to Monitor Fidelity of Implementation of G12.B6.S2

Students are receiving and utilizing AVID and SpringBoard strategies to comprehend text

Person or Persons Responsible

Teachers, AVID Coordinator, ELL Coordinator, Reading Coach, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G12.B6.S2

Students understand and are using the AVID and SpringBoard strategies for text comprehension

Person or Persons Responsible

Teachers, ELL Coordinator, AVID Coordinator, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student artifacts, and classroom assessments

G13. Geometry students will increase proficiency by 5 percentile points on the 2014 EOC.

G13.B1 Level 3, 4, and 5 regression

G13.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Person or Persons Responsible

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

Facilitator:

Math Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Summaries will be evaluated on a regular basis

Person or Persons Responsible

Teachers, math coach, administration

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G13.B1.S1

The use of content summarizing in the math classrooms

Person or Persons Responsible

Teachers, math coach LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts

G13.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Person or Persons Responsible

Math teachers 4-8

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

Facilitator:

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants:

Teachers, AVID Coodinator, administration and Math Coach

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Cornell notes are being used effectively in math classrooms

Person or Persons Responsible

Teachers, math coach, and administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G13.B1.S2

The use of Cornell notes for effective note taking and understanding of content to use as study materials

Person or Persons Responsible

Teachers, AVID Coordinator, math coach, LTF, administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student notebooks, and classroom assessments

G13.B2 Consistently implementing higher-order questions during instructional delivery

G13.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Teachers will be evaluated for using high order questioning in the classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G13.B2.S1

The use of higher order questioning in the classroom

Person or Persons Responsible

Teachers, math coach, and administration

Target Dates or Schedule

Daily and biweekly

Evidence of Completion

Observations, lesson plans, and student work

G13.B3 Level 2 students considered as "Zone" students not showing progress

G13.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Person or Persons Responsible

Administration, the reading coach, and the tutorial manager will monitor implementation.

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

Plan to Monitor Fidelity of Implementation of G13.B3.S1

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and teacher

Target Dates or Schedule

Teacher's will monitor 2x week (they meet 2x week)

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G13.B3.S1

Tutorial assessments CORE K12 data will be collected

Person or Persons Responsible

Tutors, Classroom teachers, reading coach, LTF, and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports reviewed in LTMs

G13.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

Plan to Monitor Fidelity of Implementation of G13.B3.S2

Students will use Study Island and computer based resources

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

biweekly

Evidence of Completion

The progress in the students' assigned computer programs.

Plan to Monitor Effectiveness of G13.B3.S2

Students are utilizing the computer components to support differentiated learning on Study Island and other resources

Person or Persons Responsible

Administrators, reading coach, LTF, and teachers.

Target Dates or Schedule

Biweekly

Evidence of Completion

Scores and progress on computer based programs.

G13.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G13.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Person or Persons Responsible

Administration, reading coach, and tutorial manager

Target Dates or Schedule

2x a week

Evidence of Completion

Lesson plans and Fall and Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G13.B4.S1

The tutoes will monitor the students through anecdotel records, assessments (formative) and conferencing.

Person or Persons Responsible

Administration, reading coach, tutorial manager, and tutor

Target Dates or Schedule

2x a week

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G13.B4.S1

Tutorial assessments and CORE K12 data

Person or Persons Responsible

Tutors, reading coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Reports reviewed by LTF and discussed with reading coach

G13.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Facilitator:

Learning Team Facilitator

Participants:

Teachers supporting grades 3-10

Plan to Monitor Fidelity of Implementation of G13.B4.S2

Students using online supplemental materials

Person or Persons Responsible

Administration, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

Plan to Monitor Effectiveness of G13.B4.S2

Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Person or Persons Responsible

Administration, Reading Coach, Learning Team Facilitator, and teachers

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, data chats and diagnostics

G13.B5 Providing differentiated instruction during the instructional day

G13.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Person or Persons Responsible

Administrators, reading coach, LTF and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

Facilitator:

Learning Team Facilitator

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G13.B5.S1

Students will receive differentiated instruction based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and LTM documentation

Plan to Monitor Effectiveness of G13.B5.S1

Differentiated instruction will be supplied to all students based on their needs

Person or Persons Responsible

Administrator, reading coach, LTF, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Small group work, center work, benchmark/standards' assessments

G13.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G13.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Action Step 2

Students will receive reading support diuring small group instruction.

Person or Persons Responsible

Classroom teachers, Administrator. ELL Coordinator and Reading Coach

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G13.B6.S1

Students are receiving effective small group instruction

Person or Persons Responsible

Teachers, Reading Coach, ELL Coordinator, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G13.B6.S1

The effectiveness of small group instruction

Person or Persons Responsible

Teacher, ELL Coordinator, Reading Coach, LTF, and Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Analysis of assessments through CORE K12, diagnostics and classroom assessments

G13.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Person or Persons Responsible

Teachers, ELL Coordinator, Reading Coach, AVID Coordinator, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

Facilitator:

AVID and SpringBoard trainings

Participants:

AVID and SpringBoard teachers, coordinators, and administration

Plan to Monitor Fidelity of Implementation of G13.B6.S2

Students are receiving and utilizing AVID and SpringBoard strategies to comprehend text

Person or Persons Responsible

Teachers, AVID Coordinator, ELL Coordinator, Reading Coach, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Assessments and observation

Plan to Monitor Effectiveness of G13.B6.S2

Students understand and are using the AVID and SpringBoard strategies for text comprehension

Person or Persons Responsible

Teachers, ELL Coordinator, AVID Coordinator, Reading Coach, LTF, and administration

Target Dates or Schedule

Biweekly

Evidence of Completion

CORE K12, student artifacts, and classroom assessments

G16. Involve parents in the planning, reviewing and improvements of the school as an important part of the decision making body. Involvement would include such things as implementation of the SIP. Through this goal, parents will help further our vision.

G16.B1 Consistent Communication

G16.B1.S1 Use of Parent Liaison

Action Step 1

Consistent Communication with families of students

Person or Persons Responsible

Teachers, staff and liaison

Target Dates or Schedule

As needed

Evidence of Completion

Documentated communication

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Parent and staff communication

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Edline and parent phone logs

Plan to Monitor Effectiveness of G16.B1.S1

Communication between parent and staff

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent logs and links

Plan to Monitor Fidelity of Implementation of G16.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G16.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G16.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G16.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G16.B2 Lack of background knowledge in content areas

G16.B2.S1 Supply consistent parent programs to build capacity

Action Step 1

Create programs geared towards building parent capacity.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

4 times a year

Evidence of Completion

Sign-in sheets and parent feedback forms

Plan to Monitor Fidelity of Implementation of G16.B2.S1

Parent informational sessions and activities

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

4x a year

Evidence of Completion

Sign-in sheets and parent survey forma

Plan to Monitor Effectiveness of G16.B2.S1

Parent involvement in student content area work

Person or Persons Responsible

Parent Liaison, teachers and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student homework, parent sign-in, and parent survey

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates the following:

Services are provided to ensure students requiring additional remediation are assisted through after-school, Saturday, and summer school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Through Title I funding, the following positions were purchased: Reading Coach, Math Coach, Reading Teacher, Science Teacher, (part-time) Family Liaison, and paraprofessional. Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Village Academy are used to purchase software licenses to assist in the remediation of low performing students.

A District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide intensive reading instruction to Level 1 and Level 2 read.

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Reading proficiency will increase by 13 percentile points across the tested grades (3-10).

G1.B1 Level 3, 4, and 5 regression

G1.B1.S1 Text annotation and deep reading

PD Opportunity 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Facilitator

Reading Coach and AVID Coordinator

Participants

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

G1.B1.S2 Content summarizing

PD Opportunity 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Reading Coach and AVID Coordinator

Participants

All tested grade teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G1.B1.S3 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Facilitator

AVID Coordinator, Assistant Principal and Reading Coach

Participants

6-12 teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G1.B3 Level 2 students considered as "Zone" students not showing progress

G1.B3.S1 Provide support using tutoring during and after school.

PD Opportunity 1

Students will receive tutoring specifically focused on their needs.

Facilitator

LTF will work with coach on identifying "zone" students and developing tutorial materials.

Participants

LTF and Reading Coach

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

G1.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G1.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G1.B5 Providing differentiated instruction during the instructional day

G1.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G1.B6 Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

G1.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

PD Opportunity 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Facilitator

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants

All teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

G1.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

PD Opportunity 1

Level one and two students will be identified and participate in an intensive reading course.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

G2. All social studies students will receive explicit EOC instruction infused into their curriculum.

G2.B1 Level 3, 4, and 5 regression

G2.B1.S1 Text annotation and deep reading

PD Opportunity 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Facilitator

Reading Coach and AVID Coordinator

Participants

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

G2.B1.S2 Content summarizing

PD Opportunity 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Reading Coach and AVID Coordinator

Participants

All tested grade teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G2.B1.S3 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Facilitator

AVID Coordinator, Assistant Principal and Reading Coach

Participants

6-12 teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G2.B3 Level 2 students considered as "Zone" students not showing progress

G2.B3.S1 Provide support using tutoring during and after school.

PD Opportunity 1

Students will receive tutoring specifically focused on their needs.

Facilitator

LTF will work with coach on identifying "zone" students and developing tutorial materials.

Participants

LTF and Reading Coach

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

G2.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G2.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G2.B5 Providing differentiated instruction during the instructional day

G2.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G2.B6 Equipping classrooms with the necessary curriculum materials to implement AVID.

G2.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

PD Opportunity 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Facilitator

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants

All teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

G2.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

PD Opportunity 1

Level one and two students will be identified and participate in an intensive reading course.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

G3. Postsecondary Readiness proficiency will increase by 5 percentile points.

G3.B1 Level 3, 4, and 5 regression

G3.B1.S1 Text annotation and deep reading

PD Opportunity 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Facilitator

Reading Coach and AVID Coordinator

Participants

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

G3.B1.S2 Content summarizing

PD Opportunity 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Reading Coach and AVID Coordinator

Participants

All tested grade teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G3.B1.S3 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Facilitator

AVID Coordinator, Assistant Principal and Reading Coach

Participants

6-12 teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G3.B3 Level 2 students considered as "Zone" students not showing progress

G3.B3.S1 Provide support using tutoring during and after school.

PD Opportunity 1

Students will receive tutoring specifically focused on their needs.

Facilitator

LTF will work with coach on identifying "zone" students and developing tutorial materials.

Participants

LTF and Reading Coach

Target Dates or Schedule

Reading tutorials will occur 2x week.

Evidence of Completion

Lesson plans, District diagnostics, Study Island and Corek12

G3.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G3.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G3.B5 Providing differentiated instruction during the instructional day

G3.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G3.B6 Equipping classrooms with the necessary curriculum materials to implement AVID and SpringBoard.

G3.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

PD Opportunity 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Facilitator

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants

All teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

G3.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

PD Opportunity 1

Level one and two students will be identified and participate in an intensive reading course.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

G4. Writing proficiency will increase by 24 percentile points.

G4.B1 Providing differentiated instruction during the instructional day

G4.B1.S1 Text annotation and deep reading

PD Opportunity 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Facilitator

Reading Coach, Writing Coach and AVID Coordinator

Participants

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

G4.B1.S2 Content summarizing

PD Opportunity 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Reading Coach, Writing Coach, and AVID Coordinator

Participants

All tested grade teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G4.B1.S3 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Facilitator

AVID Coordinator, Assistant Principal and Reading Coach

Participants

6-12 teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G4.B2 Consistently implementing higher-order questions during instructional delivery

G4.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

PD Opportunity 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Facilitator

AVID Coordinator and AVID Trainers

Participants

Teachers, AVID Coordinator, Coaches, administration

Target Dates or Schedule

During observations

Evidence of Completion

iObservation tool

G4.B3 Providing differentiated instruction during the instructional day

G4.B3.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G5. Florida Common Core will be infused in all content areas.

G5.B1 Teachers receiveing enough professional development and support to infuse Florida Common Core into all content areas.

G5.B1.S1 Text annotation and deep reading

PD Opportunity 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Facilitator

Reading Coach and AVID Coordinator

Participants

All teachers

Target Dates or Schedule

One-year plan

Evidence of Completion

Portfolios, binder checks, and teacher generated assessments

G5.B1.S2 Content summarizing

PD Opportunity 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Reading Coach and AVID Coordinator

Participants

All tested grade teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G5.B1.S3 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Facilitator

AVID Coodinator, Assistant Principal and Reading Coach

Participants

6-12 teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G5.B1.S4 Unpacking Standards

PD Opportunity 1

Teachers will be supplied with professional development enabling them to infuse Florida Common Core into all content areas.

Facilitator

State and LTF

Participants

Teachers, administration, and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessment results.

G5.B2 Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

G5.B2.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

PD Opportunity 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Facilitator

Reader's Workshop, AVID and SpringBoard trainers and LTF

Participants

All teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Student artifacts, CORE K12, data conferences and iObservation

G5.B2.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

PD Opportunity 1

Level one and two students will be identified and participate in an intensive reading course.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment in class and students gains

G6. Elementary and Middle School students will will increase math proficiency by 22 percentile points across the tested grades (3-8).

G6.B1 Level 3, 4, and 5 regression

G6.B1.S1 Content summarizing

PD Opportunity 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Math Coach

Participants

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G6.B1.S2 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Facilitator

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants

Teachers, AVID Coodinator, administration and Math Coach

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G6.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G6.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G6.B5 Providing differentiated instruction during the instructional day

G6.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G6.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G6.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

PD Opportunity 1

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

PD Opportunity 2

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

G6.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

PD Opportunity 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Facilitator

AVID and SpringBoard trainings

Participants

AVID and SpringBoard teachers, coordinators, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

G7. Elementary students will increase proficiency by 11 percentile points across the tested grades (5).

G7.B2 Providing differentiated instruction during the instructional day

G7.B2.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G8. Middle school students will increase proficiency by 16 percentile points across the tested grades (8).

G8.B2 Providing differentiated instruction during the instructional day

G8.B2.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G9. Biology students will increase proficiency by 5 percentile points.

G9.B2 Providing differentiated instruction during the instructional day

G9.B2.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G10. Middle School Excelleration will increase proficiency by 5 percentile points accross the tested classes.

G10.B1 Level 3, 4, and 5 regression

G10.B1.S1 Content summarizing

PD Opportunity 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Math Coach

Participants

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G10.B1.S2 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Facilitator

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants

Teachers, AVID Coodinator, administration and Math Coach

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G10.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G10.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G10.B5 Providing differentiated instruction during the instructional day

G10.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G10.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G10.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

PD Opportunity 1

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

PD Opportunity 2

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

G10.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

PD Opportunity 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Facilitator

AVID and SpringBoard trainings

Participants

AVID and SpringBoard teachers, coordinators, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

G11. High School-Post Secondary Readiness will increase proficiency by 5 percentile points.

G11.B1 Level 3, 4, and 5 regression

G11.B1.S1 Content summarizing

PD Opportunity 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Math Coach

Participants

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G11.B1.S2 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Facilitator

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants

Teachers, AVID Coodinator, administration and Math Coach

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G11.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G11.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G11.B5 Providing differentiated instruction during the instructional day

G11.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G11.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G11.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

PD Opportunity 1

Students will receive reading support during small group instruction.

Facilitator

Participants

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

PD Opportunity 2

Students will receive reading support during small group instruction.

Facilitator

Participants

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

G11.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

PD Opportunity 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Facilitator

AVID and SpringBoard trainings

Participants

AVID and SpringBoard teachers, coordinators, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

G12. Algebra students will increase proficiency by 5 percentile points on the 2014 EOC.

G12.B1 Level 3, 4, and 5 regression

G12.B1.S1 Content summarizing

PD Opportunity 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Math Coach

Participants

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G12.B1.S2 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Facilitator

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants

Teachers, AVID Coodinator, administration and Math Coach

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G12.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G12.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G12.B5 Providing differentiated instruction during the instructional day

G12.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G12.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G12.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

PD Opportunity 1

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

PD Opportunity 2

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

G12.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

PD Opportunity 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Facilitator

AVID and SpringBoard trainings

Participants

AVID and SpringBoard teachers, coordinators, and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

G13. Geometry students will increase proficiency by 5 percentile points on the 2014 EOC.

G13.B1 Level 3, 4, and 5 regression

G13.B1.S1 Content summarizing

PD Opportunity 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Facilitator

Math Coach

Participants

All teachers

Target Dates or Schedule

One year plan

Evidence of Completion

Portfolios, binder checks, and assessments

G13.B1.S2 Cornell Notes

PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Facilitator

AVID Coodinator, administration and Math Coach, AVID Trainers

Participants

Teachers, AVID Coodinator, administration and Math Coach

Target Dates or Schedule

One year plan

Evidence of Completion

Binder checks

G13.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G13.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

PD Opportunity 1

Students will utilize online supplemental resources.

Facilitator

Learning Team Facilitator

Participants

Teachers supporting grades 3-10

Target Dates or Schedule

Weekly and biweekly

Evidence of Completion

Lesson plans, focus calendars, CORE K12 results, and diagnostics

G13.B5 Providing differentiated instruction during the instructional day

G13.B5.S1 Teachers will create differentiated instruction opportunities for all students.

PD Opportunity 1

All students will receive differentiated instruction based on their strengths and weaknesses

Facilitator

Learning Team Facilitator

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and the use of classroom centers

G13.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G13.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

PD Opportunity 1

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Daily

Evidence of Completion

Student work and assessments

PD Opportunity 2

Students will receive reading support diuring small group instruction.

Facilitator

Participants

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work and assessments

G13.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

PD Opportunity 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Facilitator

AVID and SpringBoard trainings

Participants

AVID and SPringBoard teachers, coordinators, and adminstration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples and observation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Reading proficiency will increase by 13 percentile points across the tested grades (3-10).	\$141,740
G3.	Postsecondary Readiness proficiency will increase by 5 percentile points.	\$44,524
G5.	Florida Common Core will be infused in all content areas.	\$240
G10.	Middle School Excelleration will increase proficiency by 5 percentile points across the tested classes.	\$78,340
G11.	High School-Post Secondary Readiness will increase proficiency by 5 percentile points.	\$6,694
G16.	Involve parents in the planning, reviewing and improvements of the school as an important part of the decision making body. Involvement would include such things as implementation of the SIP. Through this goal, parents will help further our vision.	\$13,953
Total		\$285,491

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Evidence-Based Program	Evidence-Based Materials	Other	Total
Title I	\$224,852	\$1,508	\$16,512	\$1,300	\$0	\$244,172
	\$9,515	\$0	\$0	\$0	\$0	\$9,515
Title	\$31,804	\$0	\$0	\$0	\$0	\$31,804
Total	\$266,171	\$1,508	\$16,512	\$1,300	\$0	\$285,491

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Reading proficiency will increase by 13 percentile points across the tested grades (3-10).

G1.B1 Level 3, 4, and 5 regression

G1.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Resource Type

Personnel

Resource

Reading Coach

Funding Source

Title I

Amount Needed

\$35,513

G1.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

G1.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B3 Level 2 students considered as "Zone" students not showing progress

G1.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Personnel

Resource

Tutors

Funding Source

Amount Needed

\$9,515

G1.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Materials

Resource

Supplies for tutorials

Funding Source

Title I

Amount Needed

\$1,300

G1.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G1.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G1.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B5 Providing differentiated instruction during the instructional day

G1.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Personnel

Resource

Classroom Resource Teacher

Funding Source

Title

Amount Needed

\$31,804

G1.B6 Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

G1.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G1.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Resource Type

Personnel

Resource

Salary for resource teacher

Funding Source

Title I

Amount Needed

\$63,608

G2. All social studies students will receive explicit EOC instruction infused into their curriculum.

G2.B1 Level 3, 4, and 5 regression

G2.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

G2.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G2.B3 Level 2 students considered as "Zone" students not showing progress

G2.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G2.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B5 Providing differentiated instruction during the instructional day

G2.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B6 Equipping classrooms with the necessary curriculum materials to implement AVID.

G2.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Postsecondary Readiness proficiency will increase by 5 percentile points.

G3.B1 Level 3, 4, and 5 regression

G3.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Resource Type

Personnel

Resource

.7 Social Studies Teacher

Funding Source

Title I

Amount Needed

\$44,524

G3.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B3 Level 2 students considered as "Zone" students not showing progress

G3.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G3.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B5 Providing differentiated instruction during the instructional day

G3.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G3.B6 Equipping classrooms with the necessary curriculum materials to implement AVID and SpringBoard.

G3.B6.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B6.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Writing proficiency will increase by 24 percentile points.

G4.B1 Providing differentiated instruction during the instructional day

G4.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B2 Consistently implementing higher-order questions during instructional delivery

G4.B2.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding.

Action Step 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B3 Providing differentiated instruction during the instructional day

G4.B3.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. Florida Common Core will be infused in all content areas.

G5.B1 Teachers receiveing enough professional development and support to infuse Florida Common Core into all content areas.

G5.B1.S1 Text annotation and deep reading

Action Step 1

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

Resource Type

Evidence-Based Program

Resource

Common Core Training

Funding Source

Title I

Amount Needed

\$240

G5.B1.S2 Content summarizing

Action Step 1

All teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B1.S3 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B1.S4 Unpacking Standards

Action Step 1

Teachers will be supplied with professional development enabling them to infuse Florida Common Core into all content areas.

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

G5.B2 Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, AVID and SpringBoard.

G5.B2.S1 Teachers will also participate in their common planning biweekly study group meeting to discuss their curriculum focus and use student data.

Action Step 1

Teachers will analyze data on a regular basis and plan lessons for their students needs.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G5.B2.S2 Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class.

Action Step 1

Level one and two students will be identified and participate in an intensive reading course.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. Elementary and Middle School students will will increase math proficiency by 22 percentile points across the tested grades (3-8).

G6.B1 Level 3, 4, and 5 regression

G6.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

G6.B3 Level 2 students considered as "Zone" students not showing progress

G6.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G6.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B5 Providing differentiated instruction during the instructional day

G6.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G6.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10. Middle School Excelleration will increase proficiency by 5 percentile points accross the tested classes.

G10.B1 Level 3, 4, and 5 regression

G10.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Personnel

Resource

.5 Math Coach

Funding Source

Title I

Amount Needed

\$35,513

G10.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10.B3 Level 2 students considered as "Zone" students not showing progress

G10.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Tutors

Funding Source

Title I

Amount Needed

\$9,515

G10.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G10.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10.B5 Providing differentiated instruction during the instructional day

G10.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Personnel

Resource

Math resource teacher

Funding Source

Title I

Amount Needed

\$31,804

G10.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G10.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Resource Type

Professional Development

Resource

AVID Training

Funding Source

Title I

Amount Needed

\$1,508

G11. High School-Post Secondary Readiness will increase proficiency by 5 percentile points.

G11.B1 Level 3, 4, and 5 regression

G11.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B3 Level 2 students considered as "Zone" students not showing progress

G11.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G11.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B5 Providing differentiated instruction during the instructional day

G11.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G11.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G11.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Resource Type

Evidence-Based Program

Resource

AVID Tutors

Funding Source

Title I

Amount Needed

\$6,694

G12. Algebra students will increase proficiency by 5 percentile points on the 2014 EOC.

G12.B1 Level 3, 4, and 5 regression

G12.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G12.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G12.B3 Level 2 students considered as "Zone" students not showing progress

G12.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G12.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Other

Resource

Funding Source

Amount Needed

G12.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G12.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G12.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G12.B5 Providing differentiated instruction during the instructional day

G12.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G12.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G12.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G12.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13. Geometry students will increase proficiency by 5 percentile points on the 2014 EOC.

G13.B1 Level 3, 4, and 5 regression

G13.B1.S1 Content summarizing

Action Step 1

All math teachers will model content summarizing, allow students to work collaboratively with summarizing, and then independently summarizing: scaffolding the summarization process.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B1.S2 Cornell Notes

Action Step 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding of content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B3 Level 2 students considered as "Zone" students not showing progress

G13.B3.S1 Provide support using tutoring during and after school.

Action Step 1

Students will receive tutoring specifically focused on their needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B3.S2 Students will use supplemental materials such as Study Island

Action Step 1

Provide support using tutoring during and after school

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B4 Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)

G13.B4.S1 Providing support using tutoring, during and after-school, and teacher support.

Action Step 1

Providing targeted tutoring to students.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B4.S2 Students will also utilize supplemental online resource materials such as Study Island and CORE K12

Action Step 1

Students will utilize online supplemental resources.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B5 Providing differentiated instruction during the instructional day

G13.B5.S1 Teachers will create differentiated instruction opportunities for all students.

Action Step 1

All students will receive differentiated instruction based on their strengths and weaknesses

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G13.B6 Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

G13.B6.S1 Elementary students will receive direct instruction during small group reading instruction.

Action Step 1

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Students will receive reading support diuring small group instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13.B6.S2 Middle and High School students will receive inclusion instruction where teachers will use SpringBoard and AVID strategies.

Action Step 1

Middle and high school students will be taught to use SpringBoard and AVID strategies to attack content.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G16. Involve parents in the planning, reviewing and improvements of the school as an important part of the decision making body. Involvement would include such things as implementation of the SIP. Through this goal, parents will help further our vision.

G16.B1 Consistent Communication

G16.B1.S1 Use of Parent Liaison

Action Step 1

Consistent Communication with families of students

Resource Type

Personnel

Resource

Part-time in system-Family Involvement

Funding Source

Title I

Amount Needed

\$13,890

G16.B2 Lack of background knowledge in content areas

G16.B2.S1 Supply consistent parent programs to build capacity

Action Step 1

Create programs geared towards building parent capacity.

Resource Type

Evidence-Based Program

Resource

Family Involvement

Funding Source

Title I

Amount Needed

\$63