



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Carter G. Woodson Elementary School

2334 BUTLER AVE

Jacksonville, FL 32209

904-924-3004

<http://www.duvalschools.org/woodson>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 C	2009-10 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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Carter G. Woodson Elem. School

Principal

Cheryl Quarles-Gaston

School Advisory Council chair

Monique Tookes

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

Name	Title
Kathleen Adkins	Assistant Principal
Edith Smith	Guidance
Leigh Farrington	Reading Coach
LaChandra Palmer	Reading Interventionist
Patrick Kennedy	Math Coach
James Malcolm	Math Interventionist
Lolita Koster	Curriculum Integration Specialists

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Monique Tookes, Chairperson
 Cheryl Quarles-Gaston, Principal
 Kathleen Adkins, Alternate Administrator
 Kacie Wiggins, Secretary
 Tiffany Gray, Parent
 Mary Bender, Parent
 Dolly Fields, Parent
 A.B. Coleman, Business Partner
 Quinn Roberson, Community and Schools
 Ed Gaston, Business Partner

Carla Reddick, Teacher
Lamnette Douglas, Teacher
Robin Bivins, Teacher

Involvement of the SAC in the development of the SIP

A table will be available during both Community Day and Open House for parents to sign up based off the content area they prefer. Stakeholders will be selected based off of need and experience, then they will be assigned groups to work in. Meetings will be set in advance at the first initial meeting. Each group will be given a section of the Improvement Plan to discuss and revise. They will then bring it back to the group at the next meeting for an overall group discussion and suggestions. The School Improvement Plan will be communicated to all stakeholders during Faculty Meetings and SAC/PTA Meetings. At our monthly meetings, we will always discuss our progress relating to the SIP and what we need to do to continuously improve. We will also provide a copy of the Improvement Plan in the Parent Resource Room and the front office for stakeholders to view at anytime. We will distribute a State of the School Brochure that merges both the School Improvement Plan and the Parent Involvement Plan into stakeholder friendly language. Updates will also be in the monthly Newsletter.

Activities of the SAC for the upcoming school year

- To participate in planning and monitoring of school buildings and grounds. (Virtual Walkthrough)
- To initiate activities or programs that generate greater cooperation between the community and the school (Possible fundraisers)
- To assist in the development of educational goals and objectives (SIP and Accreditation)
- To review and provide input on curriculum issues (Possible Curriculum Purchases)
- To recommend various support services and resources.

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

We do not have any School Improvement Funds currently in our budget

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cheryl Quarles-Gaston

Principal

Years as Administrator: 11

Years at Current School: 7

Credentials

B.A. in Elementary Education - University of North Florida
 Master's of Education in Curriculum and Instruction
 Doctoral Candidate - University of North Florida

Performance Record

Held several positions which helped in preparation as a Leader. These positions include 9 years as a Classroom Teacher, Curriculum Coordinator, TIS/Standards Coach, and Vice Principal. 2003 – 2007: Principal of John Love Elementary: Grades B, C, C, B; Instrumental in providing the leadership, enthusiasm, resources, and guidance which helped previous school (John Love Elem.) to achieve “100%” proficiency in Writing twice in 4 years.

2007 – 2008: Principal of Carter G. Woodson Elementary: Grade D+; School earned 62 learning gain points to increase school grade from “F” to “D”; SES and Blacks did not make AYP in Reading and Math.

2008 – 2009: Grade C+; School earned 72 learning gain points to increase the school grade from “D” to “C”; Writing proficiency increased from 67% to 96%; Only SES and Blacks did not make AYP in Math; AYP status increased from Corrective Action II to Corrective Action I

2009-2010: Grade C; School maintained a letter grade of a “C”; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math and reading

2010-2011: Grade C; School maintained a letter grade of a “C”, Math Proficiency increased by 2% percentage points and Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Reading increased by 23%. Blacks did not make AYP in math.

2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math

2012-2013: Grade B; Proficiency increased in Reading by 4%, in Math by 6%, and Science by 21%. Decreased in Writing by 54% due to the change in Writing scores from a 3.0 to a 3.5. 62% Learning Gains in Reading, 76% Bottom 25% in Reading, 66% Learning Gains in Math, and 81% Bottom 25% in Math

2012: Len Miller Principal Leadership Award Winner

2013: The Times Union EVE Award Winner in Education

Kathleen Adkins

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

B.S. – Elementary Education, University of North Florida – Certification Grades K-6
 M.Ed. – Educational Leadership, University of North Florida – Certification – Educational Leadership (All Levels)

Performance Record

2007-2008 D Pickett
 Reading proficiency was 45%, math proficiency 33%, writing proficiency 72%, and Science proficiency 15%. There are less than ten students in the White, Hispanic, ELL, and Indian. Blacks, Whites, and Economically Disadvantage students did not make AYP in reading or math.

2008-2009 C Pickett
 Reading proficiency was 54%, math proficiency 48%, writing proficiency 94%, and Science proficiency 32%. There are less than ten students in the SWD, Hispanic, ELL, and Asian. All other applicable NCLB subgroups made AYP through Safe Harbor

2009-2010 B Pickett
 Reading proficiency was 58%, math proficiency 68%, writing proficiency 97%, and Science proficiency 24%. There are less than ten students in the SWD, Hispanic, ELL, and Indian. Blacks, and Economically Disadvantage students did not make AYP in reading. All other applicable NCLB subgroups made AYP.

2010-2011 FCAT Grade:C
 Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84%
 And Science 44%
 White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.

2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math

2012-2013: Grade B; Proficiency increased in Reading by 4%, in Math by 6%, and Science by 21%. Decreased in Writing by 54% due to the change in Writing scores from a 3.0 to a 3.5. 62% Learning Gains in Reading, 76% Bottom 25% in Reading, 66% Learning Gains in Math, and 81% Bottom 25% in Math

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Leigh Farrington

Full-time / School-based

Years as Coach: 6

Years at Current School: 6

Areas

Reading/Literacy

Credentials

BA in Elementary Education, University of North Florida
 MA in Educational Leadership, University of North Florid
 Doctoral Candidate, University of Florida

Performance Record

2012-2013: Grade B; Proficiency increased in Reading by 4%, in Math by 6%, and Science by 21%. Decreased in Writing by 54% due to the change in Writing scores from a 3.0 to a 3.5. 62% Learning Gains in Reading, 76% Bottom 25% in Reading, 66% Learning Gains in Math, and 81% Bottom 25% in Math
 2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math
 2010-2011: Grade C; School maintained a letter grade of a “C”, Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points. Our Bottom Quartile students in Reading increased by 23%. All subgroups made AYP in Reading.
 2009-2010: Grade C; School maintained a letter grade of a “C”; SES, Blacks, and SWD did not make AYP in reading
 2008-2009: Grade C. Reading Mastery: 50%, Learning Gains: 64%, Lowest 25% Gains: 77%.
 All subgroups met AYP in reading.
 2007-2008: Grade D. Reading Mastery: 37%, Learning Gains: 61%, Lowest 25% Gains: 70%.
 None of the subgroups met AYP in reading.

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

37, 88%

Highly Qualified Teachers

100%

certified in-field

42, 100%

ESOL endorsed

6, 14%

reading endorsed

3, 7%

with advanced degrees

6, 14%

National Board Certified

0, 0%

first-year teachers

4, 10%

with 1-5 years of experience

12, 29%

with 6-14 years of experience

19, 45%

with 15 or more years of experience

8, 19%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Strategy Person Responsible Time

1. Monthly Beginning Teacher Meetings with Principal Principal/AP Ongoing
2. Providing Mentors for New Teachers Principal/AP Ongoing

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

Mentor Name- Chantrell Willis

Mentee Assigned- Kathy Bernard

Rationale for Pairing -Ms. Bernard is the PDF and a Kindergarten teacher. She has a proven track record of moving low performing students in the FAIR assessment

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

Mentor Name- Jordan Cataldo

Mentee Assigned- Ashley Nassau

Rationale for Pairing - Ms. Nassau is the Engagement Coach and has a proven track record of moving low performing students in 1st grade, 4th grade, and 3rd grade.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

Mentor Name- Patrick McKie

Mentee Assigned- Ashlen Williams

Rationale for Pairing -Ms. Williams is a 3rd grade Math teacher and has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. District Support will be provide to master PE Standards.

Mentor Name- Arthur Hairston

Mentee Assigned- Sabrina Alston

Rationale for Pairing -Ms. Alston is currently the VE Lead Teacher. She has a proven track record of moving low performing students in the FAIR assessment, FAA, and FCAT.

Planned Mentoring Activities- The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

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

MTSS: Teachers meet with coaches during their Instructional Grade Level Meetings to discuss curriculum and students. They will determine which students are not responding to the core curriculum and other supplemental curriculum pieces could be used for Tier 2 interventions. They would allow that intervention to take place for a few weeks and provide updates to student progress by looking at data collected by the teacher. The group would then come up with addition curriculum materials to use for Tier 3 interventions in addition to the Core Curriculum and Tier 2 interventions already in use. Tier 3 interventions would be administered and data would be collected over time. The group would look at the data collected to determine if the Guidance Counselor and VE Teacher would need to start the MRT Process.

SIP- The School Improvement Planning Team divides the prior year's SIP into different sections based off of the team members experience and content area. The team member is responsible for analyzing the goals and strategies- did we achieve the goal? Did the strategy work? Do we need a new strategy based on achievement or failure of the goal? Once team member completes their section, it is brought to the School Improvement Team for analysis. They look at the implementation of the strategy, monitoring of the strategy, resources, and barriers. Once that has been done the rest of the plan (non-content areas) will be put together. Teachers are provided copies of the SIP and highlight the areas that they are implementing and compare their student assessment data to the SIP Goals. The current student assessment data is compared to the SIP goals during Instructional Grade Level meetings and additional strategies are included if they are being implemented in the classroom. Mid-year review of the SIP is done and presented to SAC and Community Partners.

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

- Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities.
- Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- Rtl Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support Rtl.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Select ESOL Teachers: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The Building Leadership Team leads the faculty in a review of the data and, with input from building

instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

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

The team should meet 4 times per month (weekly meetings recommended) to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. This data will be used to track progress of SIP goals and see what areas we need to redirect resources as discussed above.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-13 school year, the current TARGETeam structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR)/FLKRS- Kindergarten only, Diagnostic Assessment in Reading (DAR), District Curriculum Guide Assessments (CGA), IOWA Basic Skills, I-Ready Math Diagnostic, Florida Comprehensive Assessment Test (FCAT)

Midyear: DAR, District Curriculum Guide Assessments as appropriate

End of year: DAR, District Curriculum Guide Assessments, IOWA Basic Skills, I-Ready Math Diagnostic, FCAT

Ongoing Progress Monitoring: Curriculum Guide Assessments, Teacher-made Assessments, Comprehension Toolkit Assignments, Inform/LimeLight

Frequency of data review: 2 times per month (recommend twice a month for data analysis through Data Days, Data Study Teams, etc.)

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

The school's Professional Development Plan must support continuous learning for all educators that result in increased student achievement and includes evidence of scaffolded RtI professional learning

that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Team must establish protocols for on-going assessment and adjusting of the plan to meet school needs.

Rtl Professional Development should include more than scheduled workshops. In addition to traditional Rtl training during the summer, pre-planning, early dismissal, and faculty meetings, Rtl learning should be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

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: 2,880

At-risk students targeted for small group instruction after school by their classroom teacher and uses Research-based curriculum through the District and the School.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student work pieces and mini-assessments are used to analyze instruction effectiveness, student progress, and plan for future instructional decisions.

Who is responsible for monitoring implementation of this strategy?

After School Tutoring Lead Teacher

Strategy: Summer Program

Minutes added to school year: 600

Summer Science Academy focuses on specific Science Units and incorporates all content areas. Teachers utilize the Inquiry/Project Based Learning Approach where they are the facilitator and students are in charge of their learning.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Student Work Products are assessed to see if concept was mastered; Pre/Post Test data is analyzed to show mastery of concepts

Who is responsible for monitoring implementation of this strategy?

Science Lab Teacher, 5th Grade Science Teacher, and Curriculum Integration Specialist

Literacy Leadership Team (LLT)

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

Name	Title
Cheryl Quarles-Gaston	Principal
Kathleen Adkins	Assistant Principal
Leigh Farrington	Reading Coach
LaChandra Palmer	Reading Interventionist
Patrick Kennedy	Math Coach
James Malcolm	Math Interventionist
Lolita Sessoms	Curriculum Integration Specialist
Edith Smith	Guidance Counslor
Carla Reddick	Primary Teacher
Ashley Nassau	Intermediate Teacher
Sabrina Alston	Vary Exceptionalities Teacher

How the school-based LLT functions

The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading.” In support of the district’s reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

The Literacy Lead Team will function as a sub-committee within the Instructional Leadership Team. The

team will meet weekly (Mondays) and discuss the latest research impacting effective reading instruction. The Team develops and organizes professional development for all of the Literacy Teachers. In addition, the LLT performs weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

Major initiatives of the LLT

The Team's major initiative will develop and organize professional development for all of the Literacy Teachers. In addition, the LLT will perform weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students

Every Teacher Contributes to Reading Instruction

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

Our teachers plan collaboratively and their lessons are not taught in isolation. Other content areas are integrated into all lessons, which allows teachers to cover reading, math, science and social studies in one lesson as well as build a shared vocabulary.

Teachers also plan Inquiry Based Learning Activities for all students which puts reading at the front. Students come up with a wondering, then test and research their wondering, create artifacts to explain wondering and defend their ideas to their peers. Students think critically, read critically, and write critically in all classrooms.

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

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. Therefore, the program has stringent guidelines and procedures to adhere to. Currently, the enrollment for Pre-K is 18 and both parents and students must adhere to Pre-K's policies as well. Students who attend and master the Pre-K objectives (academic and social) should have a successful transition into an elementary program.

Within the first 30 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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	49%	52%	Yes	54%
American Indian				
Asian				
Black/African American	48%	51%	Yes	54%
Hispanic				
White				
English language learners				
Students with disabilities	61%	62%	Yes	65%
Economically disadvantaged	50%	52%	Yes	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	40%	50%
Students scoring at or above Achievement Level 4	21	12%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	56%	62%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	75	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	23	76%	80%

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	12	25%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		80%

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	53%	59%	Yes	57%
American Indian				
Asian				
Black/African American	53%	56%	Yes	57%
Hispanic				
White				
English language learners				
Students with disabilities	64%	64%	Yes	68%
Economically disadvantaged	53%	58%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	40%	50%
Students scoring at or above Achievement Level 4	33	19%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	56%	62%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	78	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	81%	85%

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	19	37%	45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

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)	6		6
Participation in STEM-related experiences provided for students	564	100%	100%

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	32	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	2%
Students who are not proficient in reading by third grade	56	68%	50%
Students who receive two or more behavior referrals	15	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	7%	3%

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

Increased Parental Involvement from the stand point of consistency. We changed our delivery method by allowing parents the opportunity rotate around the school and participate in center activities that are run by teachers, instead of participating in the lecture style presentation of materials. We also linked student performances to Parent Nights as well.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the average Parental Involvement at Workshops by 10%	517	53%	63%

Area 10: Additional Targets

Additional targets for the school

Increase Safety Drills (Lockdown) from 2 times a year to 4 times a year (once a nine weeks) at various points of the day. Continue "what if" discussions with students and continue teacher training around safety and crisis procedures. Regular Fire Drills will continue monthly.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Conduct Safety Drills (Lockdown) each nine weeks	2	50%	100%

Goals Summary

- G1.** Increase our students scoring at a Level 3 in Math by 10%
- G2.** 55% of our students will score a 3.5 or higher on the 2014 FCAT Writing Test
- G3.** Increase students scoring at a 3 in Science by 20%
- G4.** Increase our students scoring at a Level 4 or higher in Math by 10%
- G5.** Increase our students making Learning Gains in Math by 10%
- G6.** Increase our students in the Bottom Quartile making Learning Gains in Math by 10%
- G7.** Increase our students scoring at a Level 4 or higher in Science by 10%
- G8.** Increase our Students with Disabilities scoring at a Level 3 or higher in Reading by 10%
- G9.** Increase our African American students scoring at a Level 3 or higher in Reading by 10%
- G10.** Increase our Economically Disadvantaged students scoring at a Level 3 in Reading by 10%
- G11.** Increase our Students with Disabilities scoring at a Level 3 or higher in Math by 10%
- G12.** Increase our African American students scoring at a Level 3 or higher in Math by 10%
- G13.** Increase our Economically Disadvantaged students scoring at a Level 3 in Math by 10%
- G14.** Increase our students scoring at Levels 4,5, and 6 on FFA in Reading by 5%
- G15.** Increase our students scoring at or above a Level 7 on FFA in Reading by 5%
- G16.** Increase our students scoring at Levels 4,5, and 6 on FFA in Science by 5%
- G17.** Increase our students making Learning Gains on FAA in Reading by 10%
- G18.** Increase our students scoring at or above a Level 4 on FFA in Writing by 5%
- G19.** Increase our students scoring at or above a Level 7 on FFA in Science by 5%
- G20.** Increase our students scoring at Levels 4,5, and 6 on FFA in Math by 5%

- G21.** Increase our students scoring at or above a Level 7 on FFA in Math by 5%]
- G22.** Increase our students making Learning Gains on FAA in Math by 10%
- G23.** Decrease the amount of suspensions by 20%
- G24.** Increase parent participation in parent related events by 10%
- G25.** Increase our students scoring at a Level 3 in Reading by 10%
- G26.** Increase our students scoring at a Level 4 or higher in Reading by 10%
- G27.** Increase our students making Learning Gains in Reading by 10%
- G28.** Increase our students in the Bottom Quartile making Learning Gains in Reading by 10%

Goals Detail

G1. Increase our students scoring at a Level 3 in Math by 10%

Targets Supported

Resources Available to Support the Goal

- District-approved Math Curriculum (Investigations/Envisions)
- Reflex Math and SuccessMaker
- I-Ready Math Diagnostic
- Math Interventionist (small group help/push in)
- Inquiry Projects/Showcase
- Student Achievement Data Chats
- Weekly Instructional Grade Level Meetings (IGLM's)

Targeted Barriers to Achieving the Goal

- Many students unaware of their current Achievement Levels
- Lack of Accountable Talk/ Critical Thinking
- Instruction not aligned with Common Core

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment and benchmark

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G2. 55% of our students will score a 3.5 or higher on the 2014 FCAT Writing Test

Targets Supported

- Writing

Resources Available to Support the Goal

- Touchtone Text to teach Writing Elements
- Grammer Books
- Science and Social Studies Books
- District Curriculum Guides

Targeted Barriers to Achieving the Goal

- Students lack basic convention and sentence structure knowledge

Plan to Monitor Progress Toward the Goal

Compare District Writing Prompts to see if there is growth for students and use that to determine possible FCAT Writing score

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule:

After every District Writing Prompt

Evidence of Completion:

Student Achievement/Data Chat forms, Student Assessments, Conference Logs/Schedules

G3. Increase students scoring at a 3 in Science by 20%

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmo's
- Science Lab/Hands on Activities
- Centers and Manipulative's
- Science Leveled Readers
- Interactive Science Journals
- Magnet Resources
- Collaborative Planning
- District Curriculum Guides
- District Curriculum Guides

Targeted Barriers to Achieving the Goal

- Based off Observation and Grade Level/Magnet discussions, Science instruction not taught with fidelity
- Based off Observation and Grade Level/Magnet discussions, teachers are not comfortable with Science Concepts

Plan to Monitor Progress Toward the Goal

Science CGA Assessment Data (K-5) will be monitored to see improvement and compared to 2012-2013 FCAT and Benchmark data; Science Inquiry Projects and Student Discussions will be observed and analyzed for understanding and rigor.

Person or Persons Responsible

Principal, Assistant Principal, Math Coach, Science Lab Teacher, 5th grade Science Teacher

Target Dates or Schedule:

After every Science CGA assessment

Evidence of Completion:

Student Achievement Data Forms, Science CGA Assessment Data, Data Wall, Data Graphs to show increases and decreases by benchmark and student

G4. Increase our students scoring at a Level 4 or higher in Math by 10%

Targets Supported

Resources Available to Support the Goal

- District-approved Math Curriculum (Investigations/Envisions)
- Reflex Math and SuccessMaker
- I-Ready Math Diagnostic
- Math Interventionist (small group help/push in)
- Inquiry Projects/Showcase
- Student Achievement Data Chats
- Weekly Instructional Grade Level Meetings (IGLM's)

Targeted Barriers to Achieving the Goal

- Many students unaware of their current Achievement Levels
- Lack of Accountable Talk/ Critical Thinking
- Lack of opportunities to extend math learning

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment and benchmark

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G5. Increase our students making Learning Gains in Math by 10%

Targets Supported

Resources Available to Support the Goal

- District-approved Math Curriculum (Investigations/Envisions)
- Reflex Math and SuccessMaker
- I-Ready Math Diagnostic
- Math Interventionist (small group help/push in)
- Inquiry Projects/Showcase
- Student Achievement Data Chats
- Weekly Instructional Grade Level Meetings (IGLM's)

Targeted Barriers to Achieving the Goal

- Many students unaware of their current Achievement Levels
- Lack of Accountable Talk/ Critical Thinking
- Lack of opportunities to extend math learning

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment and benchmark

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G6. Increase our students in the Bottom Quartile making Learning Gains in Math by 10%

Targets Supported

Resources Available to Support the Goal

- District-approved Math Curriculum (Investigations/Envisions)
- Reflex Math and SuccessMaker
- I-Ready Math Diagnostic
- Math Interventionist (small group help/push in)
- Inquiry Projects/Showcase
- Student Achievement Data Chats
- Weekly Instructional Grade Level Meetings (IGLM's)

Targeted Barriers to Achieving the Goal

- Many students unaware of their current Achievement Levels
- Lack of Accountable Talk/ Critical Thinking
- Instruction not aligned with Common Core

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment and benchmark

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G7. Increase our students scoring at a Level 4 or higher in Science by 10%

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmo's
- Science Lab/Hands on Activities
- Centers and Manipulative's
- Science Leveled Readers
- Interactive Science Journals
- Magnet Resources
- Collaborative Planning
- District Curriculum Guides

Targeted Barriers to Achieving the Goal

- Science instruction not taught with fidelity
- Teachers not comfortable with Science Concepts
- Lack of Differentiation beyond Proficiency
- Lack of time for aligned investigation

Plan to Monitor Progress Toward the Goal

Science CGA Assessment Data (K-5) will be monitored to see improvement and compared to 2012-2013 FCAT and Benchmark data; Science Inquiry Projects and Student Discussions will be observed and analyzed for understanding and rigor.

Person or Persons Responsible

Principal, Assistant Principal, Math Coach, Science Lab Teacher, 5th grade Science Teacher

Target Dates or Schedule:

After every Science CGA assessment

Evidence of Completion:

Student Achievement Data Forms, Science CGA Assessment Data, Data Wall, Data Graphs to show increases and decreases by benchmark and student

G8. Increase our Students with Disabilities scoring at a Level 3 or higher in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- Reading Mastery
- Leveled Readers
- Curriculum Guide Materials

Targeted Barriers to Achieving the Goal

- Rigorous Cut Scores

Plan to Monitor Progress Toward the Goal

Student Achievement Data Forms and progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule:

After each CGA Assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G9. Increase our African American students scoring at a Level 3 or higher in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- Student Achievement/Data Tracking Sheet
- Children's Literature
- District provided curriculum
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Rigorous Cut Scores

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G10. Increase our Economically Disadvantaged students scoring at a Level 3 in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- Student Achievement/Data Tracking Sheet
- Children's Literature
- District provided curriculum
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Rigorous Cut Scores

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. Increase our Students with Disabilities scoring at a Level 3 or higher in Math by 10%

Targets Supported

Resources Available to Support the Goal

- Number Worlds/Building Blocks
- Supplemental Math Instructional Materials
- Curriculum Guide Materials

Targeted Barriers to Achieving the Goal

- Rigorous Cut Scores

Plan to Monitor Progress Toward the Goal

Student Achievement Data Forms and progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Math Coach, Math Interventionist, VE Teacher, Teacher

Target Dates or Schedule:

After each CGA Assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G12. Increase our African American students scoring at a Level 3 or higher in Math by 10%

Targets Supported

Resources Available to Support the Goal

- Student Achievement/Data Tracking Sheet
- Challenging Classroom Learning Opportunities/Inquiry Based Projects
- District provided curriculum
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Rigorous Cut Scores

Plan to Monitor Progress Toward the Goal

Student Achievement Data and progress made between each assessment; Compare data to 2012-2013 Benchmark Data and FCAT scores

Person or Persons Responsible

Principal, Assistant Principal, Math Coach, Math Interventionist, and VE Teacher

Target Dates or Schedule:

After each CGA Assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G13. Increase our Economically Disadvantaged students scoring at a Level 3 in Math by 10%

Targets Supported

Resources Available to Support the Goal

- Student Achievement/Data Tracking Sheet
- Challenging Classroom Learning Opportunities/Inquiry Based Projects
- District provided curriculum
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Rigorous Cut Scores

Plan to Monitor Progress Toward the Goal

Student Achievement Data and progress made between each assessment; Compare data to 2012-2013 Benchmark Data and FCAT scores

Person or Persons Responsible

Principal, Assistant Principal, Math Coach, Math Interventionist, and VE Teacher

Target Dates or Schedule:

After each CGA Assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G14. Increase our students scoring at Levels 4,5, and 6 on FFA in Reading by 5%

Targets Supported

Resources Available to Support the Goal

- Various Communication Strategies
- Literacy Materials
- Intensive Direct Instruction
- Access to Core Curriculum
- Repetition of Skill Mastery
- Visual Supports

Targeted Barriers to Achieving the Goal

- Students with multiple disabilities and cognitive disabilities

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel

Target Dates or Schedule:

After each CAST assessment

Evidence of Completion:

Student Assessment/ Data Form, Teacher Data Forms and track increases and decreases by student and benchmark

G15. Increase our students scoring at or above a Level 7 on FFA in Reading by 5%

Targets Supported

Resources Available to Support the Goal

- Various Communication Strategies
- Literacy Materials
- Intensive Direct Instruction
- Access to Core Curriculum
- Repetition of Core Curriculum
- Repetition of Skills
- Visual Supports

Targeted Barriers to Achieving the Goal

- Using disabilities as an excuse

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

After each CAST Assessment

Evidence of Completion:

Student Achievement/Data Form, Teacher Data Sheet, Data Wall to show increase or decreases by student and benchmark

G16. Increase our students scoring at Levels 4,5, and 6 on FFA in Science by 5%

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Access to the Text- District Curriculum
- Listening Comprehension Centers
- Graphic Organizers
- Technology
- Manipulatives
- Student Data

Targeted Barriers to Achieving the Goal

- Disconnect between concepts and real-life application due to communication challenges

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule:

After each CAST Assessment

Evidence of Completion:

Student Achievement/Data Form, Teacher Data Sheet, Data Wall to show increase or decreases by student and benchmark

G17. Increase our students making Learning Gains on FAA in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- Various Communication Strategies
- Literacy Materials
- Intensive Direct Instruction
- Access to Core Curriculum
- Repetition of Skill Mastery
- Visual Supports

Targeted Barriers to Achieving the Goal

- Students with multiple disabilities and cognitive disabilities
- Using disabilities to set low expectations

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel

Target Dates or Schedule:

After each CAST assessment

Evidence of Completion:

Student Assessment/ Data Form, Teacher Data Forms and track increases and decreases by student and benchmark

G18. Increase our students scoring at or above a Level 4 on FFA in Writing by 5%

Targets Supported

- Writing

Resources Available to Support the Goal

- Various Communication Strategies
- Literacy Materials
- Intensive Direct Instruction
- Access to Core Curriculum
- Repetition of Skill Mastery
- Visual Supports

Targeted Barriers to Achieving the Goal

- Students with multiple disabilities and cognitive disabilities
- Using disabilities to set low expectations

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel

Target Dates or Schedule:

After each CAST assessment

Evidence of Completion:

Student Assessment/ Data Form, Teacher Data Forms and track increases and decreases by student and benchmark

G19. Increase our students scoring at or above a Level 7 on FFA in Science by 5%

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Access to the Text- District Curriculum
- Listening Comprehension Centers
- Graphic Organizers
- Technology
- Manipulatives
- Student Data

Targeted Barriers to Achieving the Goal

- Disconnect between concepts and real-life application due to communication challenges
- Using disabilities to set low expectations

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule:

After each CAST Assessment

Evidence of Completion:

Student Achievement/Data Form, Teacher Data Sheet, Data Wall to show increase or decreases by student and benchmark

G20. Increase our students scoring at Levels 4,5, and 6 on FFA in Math by 5%

Targets Supported

Resources Available to Support the Goal

- Access to the Text through listening comprehension- District Curriculum
- Graphic Organizers
- Technology
- Manipulatives
- Student Data
- Unique Learning Systems Materials

Targeted Barriers to Achieving the Goal

- Disconnect between concepts and real-life application due to communication challenges and severe cognitive disabilities

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule:

After each CAST Assessment

Evidence of Completion:

Student Achievement/Data Form, Teacher Data Sheet, Data Wall to show increase or decreases by student and benchmark

G21. Increase our students scoring at or above a Level 7 on FFA in Math by 5%]

Targets Supported

Resources Available to Support the Goal

- Access to the Text through listening comprehension- District Curriculum
- Graphic Organizers
- Technology
- Manipulatives
- Student Data

Targeted Barriers to Achieving the Goal

- Disconnect between concepts and real-life application due to communication challenges and severe cognitive disabilities
- Using disabilities to set low expectations

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule:

After each CAST Assessment

Evidence of Completion:

Student Achievement/Data Form, Teacher Data Sheet, Data Wall to show increase or decreases by student and benchmark

G22. Increase our students making Learning Gains on FAA in Math by 10%

Targets Supported

Resources Available to Support the Goal

- Access to the Text through listening comprehension- District Curriculum
- Graphic Organizers
- Technology
- Manipulatives
- Student Data

Targeted Barriers to Achieving the Goal

- Disconnect between concepts and real-life application due to communication challenges and severe cognitive disabilities
- Using disabilities to set low expectations

Plan to Monitor Progress Toward the Goal

Student Assessment Data (CAST Access Assessments) and compare to 2012-2013 FAA scores and CAST scores

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule:

After each CAST Assessment

Evidence of Completion:

Student Achievement/Data Form, Teacher Data Sheet, Data Wall to show increase or decreases by student and benchmark

G23. Decrease the amount of suspensions by 20%

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- SESIR Data
- Second Step Curriculum
- Mentors
- Positive Referral
- Inquiry/PBL Curriculum

Targeted Barriers to Achieving the Goal

- New students to our school

Plan to Monitor Progress Toward the Goal

Student Achievement Data Form, progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Reading and Math Coaches, Reading and Math Interventionist

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Student Data sheets, Graphs to show growth between each assessment by class, teacher, grade level, and benchmark

G24. Increase parent participation in parent related events by 10%

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title 1 funds/Parent Involvement Funds
- Curriculum resources

Targeted Barriers to Achieving the Goal

- Consistency with parent participation

Plan to Monitor Progress Toward the Goal

Attendance data between each event (increases and decreases, as well as factors to consider for each); implementation of parent learning and transferring from workshop to student success

Person or Persons Responsible

Principal, Assistant Principal, Coaches, Interventionists

Target Dates or Schedule:

monthly

Evidence of Completion:

survey responses and analyzed data; student achievement data over time

G25. Increase our students scoring at a Level 3 in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- District/School Wide Data
- District Data Chat Form;
- Curriculum Guide Resources;
- Comprehension Toolkit;
- Guided Reading Sets/ Classroom Libraries

Targeted Barriers to Achieving the Goal

- Many students are unaware of their current achievement level
- Level of rigor is not at a desired level school-wide

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, and Teacher

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G26. Increase our students scoring at a Level 4 or higher in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- District/School Wide Data
- District Data Chat Form;
- Curriculum Guide Resources;
- Comprehension Toolkit;
- Guided Reading Sets/ Classroom Libraries
- Novels for Literature Circles
- Inquiry Based Learning Opportunities

Targeted Barriers to Achieving the Goal

- Many students are unaware of their current achievement level
- Level of rigor is not at a desired level school-wide
- Many students lack life experiences to comprehend effectively

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, and Teacher

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G27. Increase our students making Learning Gains in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- District/School Wide Data
- District Data Chat Form;
- Curriculum Guide Resources;
- Comprehension Toolkit;
- Guided Reading Sets/ Classroom Libraries

Targeted Barriers to Achieving the Goal

- Many students are unaware of their current achievement level
- Level of rigor is not at a desired level school-wide

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, and Teacher

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G28. Increase our students in the Bottom Quartile making Learning Gains in Reading by 10%

Targets Supported

Resources Available to Support the Goal

- District/School Wide Data
- District Data Chat Form;
- Curriculum Guide Resources;
- Comprehension Toolkit;
- Guided Reading Sets/ Classroom Libraries
- Novels for Literature Circles
- Inquiry Based Learning Opportunities

Targeted Barriers to Achieving the Goal

- Many students are unaware of their current achievement level
- Level of rigor is not at a desired level school-wide
- Many students lack life experiences to comprehend effectively

Plan to Monitor Progress Toward the Goal

Student Achievement/Data Form and the progress made between each assessment

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, and Teacher

Target Dates or Schedule:

After each assessment

Evidence of Completion:

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase our students scoring at a Level 3 in Math by 10%

G1.B1 Many students unaware of their current Achievement Levels

G1.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Math Coach, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment. Students will meet with the teacher, the Math Coach, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessments.

Person or Persons Responsible

Teachers, Math Interventionists

Target Dates or Schedule

After each assessment given

Evidence of Completion

Student Achievement/Data Form; Assessment Data

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

The use of achievement/data forms and student progress over time

Person or Persons Responsible

Principal, Assistant Principal, Lead Teacher, Math Interventionists

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting Notes discussing the data forms and student progress; Coaches Logs and Reflections; Student Achievement Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G1.B1.S1

Student Achievement Data between each CGA assessment and also compare to 2012-2013 FCAT Levels

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each CGA Assessment (2 months)

Evidence of Completion

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G1.B2 Lack of Accountable Talk/ Critical Thinking

G1.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

Action Step 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Person or Persons Responsible

Math Lead Teacher, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

Facilitator:

Math Lead Teacher, Math Interventionist

Participants:

All Teachers (K-5)

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

Student discussions within small group/Inquiry Projects and interactive Math Journals

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM's

Plan to Monitor Effectiveness of G1.B2.S1

Student discussions while in small groups or presenting out ideas as well as responses in Math Interactive Journals; CGA Assessment data

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM meeting notes; CAST Evaluations (Domain 2 and 3); Walkthroughs; Coaches Logs and Reflections

G2. 55% of our students will score a 3.5 or higher on the 2014 FCAT Writing Test

G2.B1 Students lack basic convention and sentence structure knowledge

G2.B1.S1 Conference with Students one-on-one

Action Step 1

Will conference with students one-on-one on a regular basis to understand and edit basic writing needs

Person or Persons Responsible

Teacher, Principal, Reading Coach

Target Dates or Schedule

daily

Evidence of Completion

Conferencing schedule; Conferencing Notes; Student Work

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

Analyze student work pieces over time to see if conferencing suggestions/learning opportunities have been transferred over.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Lesson Plans, Student Work pieces, District Writing Prompt scores and growth over time

Plan to Monitor Effectiveness of G2.B1.S1

Compare District Writing Prompts to see if there is growth for students and analyze student work pieces over time to see if conferencing suggestions/learning opportunities have been transferred over.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student Achievement/Data Chat forms, Student Assessments, Conference Logs/Schedules

G2.B1.S2 Writing Centers

Action Step 1

Writing Centers will be determined after the Writing Prompt data is received. Students will be divided into groups based off their writing needs. Teacher will rotate through each group to deliver explicit writing instruction to those students.

Person or Persons Responsible

Teacher

Target Dates or Schedule

2-3 days a week once Writing Prompt data is available

Evidence of Completion

Centers available and description, Students being targeted and why, Teacher lesson plans

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

Will monitor lesson plans and center instruction to ensure that specific writing needs are being met for all students. Will monitor student writing pieces to ensure that center instruction is being reflected in student work.

Person or Persons Responsible

Teacher, Reading Coach

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs, Push in tutors to assist, Student work pieces, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G2.B1.S2

Student Writing Pieces and District Writing Prompt results will be used to determine if Center instruction is effect.

Person or Persons Responsible

Teacher, Principal, Assistant Principal, and Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student Achievement/Data Form, Assessment data, Writing Rubrics from FLDOE, CAST Evaluation (Domain 2 and 3)

G2.B1.S3 Students participate in Everyday Edits

Action Step 1

Provide Everyday Edits to students to reinforce Conventions and Sentence Structure instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily

Evidence of Completion

completed Everyday Edits, Lesson Plans

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

Lessons plans should reflect Everyday Edits and it should reinforce the lesson or prior lesson

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

weekly

Evidence of Completion

Everyday Edits, Lesson Plans, practice should be reflected in student work pieces

Plan to Monitor Effectiveness of G2.B1.S3

Analyze student work pieces and District Writing Prompts to see if edit practice pieces are being implemented in student writing

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, Conferencing, Student Writing Pieces, Assessment Data

G3. Increase students scoring at a 3 in Science by 20%

G3.B1 Based off Observation and Grade Level/Magnet discussions, Science instruction not taught with fidelity

G3.B1.S1 Provide Science PLC Trainings during Early Release

Action Step 1

School will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Person or Persons Responsible

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Target Dates or Schedule

During Early Release Training

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

Facilitator:

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants:

All teachers (K-5)

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

Additional Modeling of Science Lessons by Science Lab Teacher and Coach, Science Lab Lessons to ensure students have background knowledge and introduction to the concept, and Science Interactive Journals to reflect the trainings that have been presented to teachers.

Person or Persons Responsible

Curriculum Integration Specialist, 5th grade Science teacher, and Science Lab teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, Co-teach situation, Collaborative Planning notes, Science Lab Lessons, Student Interactive Journals

Plan to Monitor Effectiveness of G3.B1.S1

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist

Target Dates or Schedule

weekly

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G3.B1.S2 All students rotate through the Science Lab on a weekly basis to reinforce Science Instruction; 5th grade will rotate through 2-3 times a week.

Action Step 1

Science Lab continued to be offered to 5th Grade weekly for a full class period. Primary, 3rd, and 4th grade teachers need to communicate with the Science Lab teacher to help coordinate where they are in their science instruction so that she can provide reinforcement activities during resource.

Person or Persons Responsible

Teachers, Science Lab Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Collaborative Planning Notes, Science Lesson Plans, Science Lab Lesson Plans, Curriculum Guides

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

More cohesive lessons across each grade level evidence by cross curricular lessons and integration within all subject areas; A grade level representative will communicate with the Science Lab teacher after their Collaborative Planning Time as to where they are in the curriculum guide and the length of the time spent on that concept

Person or Persons Responsible

Science Lab Teacher, Curriculum Integration Specialist

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Lesson developed in classroom and in Science Lab, Collaborative Planning Notes

Plan to Monitor Effectiveness of G3.B1.S2

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist

Target Dates or Schedule

bi-weekly

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G3.B2 Based off Observation and Grade Level/Magnet discussions, teachers are not comfortable with Science Concepts

G3.B2.S1 Provide Science PLC training during Early Release

Action Step 1

School will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Person or Persons Responsible

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Target Dates or Schedule

During Early Release Trainings

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

Facilitator:

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants:

All teachers (K-5)

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

Additional Modeling of Science Lessons by Science Lab Teacher and Coach, Science Lab Lessons to ensure students have background knowledge and introduction to the concept, and Science Interactive Journals to reflect the trainings that have been presented to teachers.

Person or Persons Responsible

Math Coach, 5th grade Science Teacher, Science Lab Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Walkthroughs, Co-teach situation, Collaborative Planning notes, Science Lab Lessons, Student Interactive Journals

Plan to Monitor Effectiveness of G3.B2.S1

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialists

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G3.B2.S2 Analyze Pre and Post Test Data to see what students know and do not know prior to teaching concept

Action Step 1

Pre and Post tests should be done before and after each new concept is presented to students to determine instruction needed or remediated

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going throughout the year (based on CG timeline)

Evidence of Completion

Student Achievement Data Sheets; Teacher Data Notebook

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Student data sheets to see progress from introduction of concept through instruction on concept.

Person or Persons Responsible

Teacher

Target Dates or Schedule

After each new concept presented (CG Timeline)

Evidence of Completion

Student achievement data forms; student work/inquiry projects; Science Lab investigations and student discussions on concept

Plan to Monitor Effectiveness of G3.B2.S2

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Teachers, Curriculum Integration Specialists, Principal, Assistant Principal

Target Dates or Schedule

bi-weekly

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G4. Increase our students scoring at a Level 4 or higher in Math by 10%**G4.B1 Many students unaware of their current Achievement Levels**

G4.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Math Coach, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment. Students will meet with the teacher, the Math Lead Teacher, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessments.

Person or Persons Responsible

Teacher, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each assessment given

Evidence of Completion

Student Achievement/Data Form; Assessment Data

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

The use of achievement/data forms and student progress over time

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting Notes discussing the data forms and student progress; Coaches Logs and Reflections; Student Achievement Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G4.B1.S1

Student Achievement Data between each CGA assessment and also compare to 2012-2013 FCAT Levels

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each CGA Assessment (2 months)

Evidence of Completion

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G4.B2 Lack of Accountable Talk/ Critical Thinking

G4.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

Action Step 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Person or Persons Responsible

Math Lead Teacher, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

Facilitator:

Math Lead Teacher, Math Interventionist

Participants:

All Teachers (K-5)

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

Student discussions within small group/Inquiry Projects and interactive Math Journals

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM's

Plan to Monitor Effectiveness of G4.B2.S1

Student discussions while in small groups or presenting out ideas as well as responses in Math Interactive Journals; CGA Assessment data

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM meeting notes; CAST Evaluations (Domain 2 and 3); Walkthroughs; Coaches Logs and Reflections

G4.B3 Lack of opportunities to extend math learning

G4.B3.S1 Link Math activities to real world inquiry/project based learning opportunities

Action Step 1

Provide students with Inquiry based/Project based learning opportunities outside the learning environment that would require students to utilize their math skills and other content area knowledge based around a specific career, social justice issue, or community need.

Person or Persons Responsible

Teachers, Math Lead Teacher

Target Dates or Schedule

on-going throughout the year (monthly check-ins)

Evidence of Completion

Projects, Research by students and evidence of learning in Interactive Journal, Assessment data

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

Teachers will provide a timeline and rubric for students to complete the extended learning opportunity; lesson plans will be reviewed to see if extended learning opportunity is being carried through; Interactive Math Journals and student work produced during the Extended Learning Opportunity

Person or Persons Responsible

Teacher and Math Lead Teacher

Target Dates or Schedule

daily

Evidence of Completion

Classroom Walkthroughs; Student Presentations of Extended Learning Opportunities; Project Artifacts; Student Assessment data

Plan to Monitor Effectiveness of G4.B3.S1

Interactive Math Journals and student work produced during the Extended Learning Opportunity; Student discussions during the class and outside the class

Person or Persons Responsible

Teacher and Math Lead Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs; Student Presentations of Extended Learning Opportunities; Project Artifacts; Student Assessment data

G5. Increase our students making Learning Gains in Math by 10%

G5.B1 Many students unaware of their current Achievement Levels

G5.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Math Coach, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment. Students will meet with the teacher, the Math Lead Teacher, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessments.

Person or Persons Responsible

Teacher, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each assessment given

Evidence of Completion

Student Achievement/Data Form; Assessment Data

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

The use of achievement/data forms and student progress over time

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting Notes discussing the data forms and student progress; Coaches Logs and Reflections; Student Achievement Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G5.B1.S1

Student Achievement Data between each CGA assessment and also compare to 2012-2013 FCAT Levels

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each CGA Assessment (2 months)

Evidence of Completion

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G5.B2 Lack of Accountable Talk/ Critical Thinking

G5.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

Action Step 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Person or Persons Responsible

Math Lead Teacher, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

Facilitator:

Math Lead Teacher, Math Interventionist

Participants:

All Teachers (K-5)

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

Student discussions within small group/Inquiry Projects and interactive Math Journals

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM's

Plan to Monitor Effectiveness of G5.B2.S1

Student discussions while in small groups or presenting out ideas as well as responses in Math Interactive Journals; CGA Assessment data

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM meeting notes; CAST Evaluations (Domain 2 and 3); Walkthroughs; Coaches Logs and Reflections

G5.B3 Lack of opportunities to extend math learning

G5.B3.S1 Link Math activities to real world inquiry/project based learning opportunities

Action Step 1

Provide students with Inquiry based/Project based learning opportunities outside the learning environment that would require students to utilize their math skills and other content area knowledge based around a specific career, social justice issue, or community need.

Person or Persons Responsible

Teachers, Math Lead Teacher

Target Dates or Schedule

on-going throughout the year (monthly check-ins)

Evidence of Completion

Projects, Research by students and evidence of learning in Interactive Journal, Assessment data

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Teachers will provide a timeline and rubric for students to complete the extended learning opportunity; lesson plans will be reviewed to see if extended learning opportunity is being carried through; Interactive Math Journals and student work produced during the Extended Learning Opportunity

Person or Persons Responsible

Teacher and Math Lead Teacher

Target Dates or Schedule

daily

Evidence of Completion

Classroom Walkthroughs; Student Presentations of Extended Learning Opportunities; Project Artifacts; Student Assessment data

Plan to Monitor Effectiveness of G5.B3.S1

Interactive Math Journals and student work produced during the Extended Learning Opportunity; Student discussions during the class and outside the class

Person or Persons Responsible

Teacher and Math Lead Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs; Student Presentations of Extended Learning Opportunities; Project Artifacts; Student Assessment data

G6. Increase our students in the Bottom Quartile making Learning Gains in Math by 10%**G6.B1 Many students unaware of their current Achievement Levels**

G6.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Math Coach, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment. Students will meet with the teacher, the Math Lead Teacher, and the Math Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessments.

Person or Persons Responsible

Teacher, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each assessment given

Evidence of Completion

Student Achievement/Data Form; Assessment Data

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

The use of achievement/data forms and student progress over time

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting Notes discussing the data forms and student progress; Coaches Logs and Reflections; Student Achievement Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G6.B1.S1

Student Achievement Data between each CGA assessment and also compare to 2012-2013 FCAT Levels

Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, Math Interventionist

Target Dates or Schedule

After each CGA Assessment (2 months)

Evidence of Completion

Achievement/Data Forms for both students and teachers; Data Wall; Data Graph to shown increases and decreases in between each assessment and between benchmarks

G6.B2 Lack of Accountable Talk/ Critical Thinking

G6.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

Action Step 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Person or Persons Responsible

Math Lead Teacher, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

Facilitator:

Math Lead Teacher, Math Interventionist

Participants:

All Teachers (K-5)

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

Student discussions within small group/Inquiry Projects and interactive Math Journals

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM's

Plan to Monitor Effectiveness of G6.B2.S1

Student discussions while in small groups or presenting out ideas as well as responses in Math Interactive Journals; CGA Assessment data

Person or Persons Responsible

Teachers and Math Lead Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student Work (boards, journals, research papers), lessons observed, student work period/small groups, IGLM meeting notes; CAST Evaluations (Domain 2 and 3); Walkthroughs; Coaches Logs and Reflections

G7. Increase our students scoring at a Level 4 or higher in Science by 10%

G7.B1 Science instruction not taught with fidelity

G7.B1.S1 Provide Science PLC Trainings during Early Release

Action Step 1

Based off of a School Needs Assessment, the school will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Person or Persons Responsible

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Target Dates or Schedule

During Early Release Training

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

Facilitator:

Math Lead Teacher, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Additional Modeling of Science Lessons by Science Lab Teacher and Coach, Science Lab Lessons to ensure students have background knowledge and introduction to the concept, and Science Interactive Journals to reflect the trainings that have been presented to teachers.

Person or Persons Responsible

Curriculum Integration Specialist, 5th grade Science teacher, and Science Lab teacher

Target Dates or Schedule

bi-weekly (based on assessment data gathered to make an informed decision on next steps)

Evidence of Completion

Walkthroughs, Co-teach situation, Collaborative Planning notes, Science Lab Lessons, Student Interactive Journals

Plan to Monitor Effectiveness of G7.B1.S1

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist

Target Dates or Schedule

weekly (based on assessment data gathered to make an informed decision on next steps)

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G7.B1.S2 All students rotate through the Science Lab on a weekly basis to reinforce Science Instruction; 5th grade will rotate through 2-3 times a week.

Action Step 1

Science Lab will continued to be offered to 5th Grade weekly for a full class period. Primary, 3rd, and 4th grade teachers need to communicate with the Science Lab teacher to help coordinate where they are in their science instruction so that she can provide reinforcement activities during resource. This is an extension opportunity for students, meanwhile, teachers are in a professional development session with Coaches.

Person or Persons Responsible

Teachers, Science Lab Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Collaborative Planning Notes, Science Lesson Plans, Science Lab Lesson Plans, Curriculum Guides

Plan to Monitor Fidelity of Implementation of G7.B1.S2

More cohesive lessons across each grade level evidence by cross curricular lessons and integration within all subject areas; A grade level representative will communicate with the Science Lab teacher after their Collaborative Planning Time as to where they are in the curriculum guide and the length of the time spent on that concept

Person or Persons Responsible

Science Lab Teacher, Curriculum Integration Specialist

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Lesson developed in classroom and in Science Lab, Collaborative Planning Notes

Plan to Monitor Effectiveness of G7.B1.S2

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist

Target Dates or Schedule

bi-weekly

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G7.B2 Teachers not comfortable with Science Concepts

G7.B2.S1 Provide Science PLC training during Early Release

Action Step 1

School will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Person or Persons Responsible

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Target Dates or Schedule

During Early Release Trainings

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

Facilitator:

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants:

All teachers (K-5)

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

Additional Modeling of Science Lessons by Science Lab Teacher and Coach, Science Lab Lessons to ensure students have background knowledge and introduction to the concept, and Science Interactive Journals to reflect the trainings that have been presented to teachers.

Person or Persons Responsible

Math Coach, 5th grade Science Teacher, Science Lab Teacher

Target Dates or Schedule

Bi-weekly (based on assessment data gathered to make an informed decision on next steps)

Evidence of Completion

Walkthroughs, Co-teach situation, Collaborative Planning notes, Science Lab Lessons, Student Interactive Journals

Plan to Monitor Effectiveness of G7.B2.S1

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialists

Target Dates or Schedule

Weekly (based on assessment data gathered to make an informed decision on next steps)

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G7.B2.S2 Analyze Pre and Post Test Data to see what students know and do not know prior to teaching concept

Action Step 1

Pre and Post tests should be done before and after each new concept is presented to students to determine instruction needed or remediated. Teacher will analyze the data to determine instructional needs and plan lessons with Coaches and Curriculum Integration Specialists

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going throughout the year (Using CG timeline)

Evidence of Completion

Student Achievement Data Sheets; Teacher Data Notebook

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Student data sheets to see progress from introduction of concept through instruction on concept.

Person or Persons Responsible

Teacher

Target Dates or Schedule

After each new concept presented (Using CG Timeline)

Evidence of Completion

Student achievement data forms; student work/inquiry projects; Science Lab investigations and student discussions on concept

Plan to Monitor Effectiveness of G7.B2.S2

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Teachers, Curriculum Integration Specialists, Principal, Assistant Principal

Target Dates or Schedule

bi-weekly (based on assessment data gathered to make an informed decision on next steps)

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G7.B3 Lack of Differentiation beyond Proficiency

G7.B3.S1 Students will receive targeted intervention developed through the problem solving process. Students will produce Inquiry Based Projects based around medical Standards and Curriculum Requirements

Action Step 1

Both Interventions and Inquiry Projects will be differentiated to match individual student needs and student choice, will be evidenced based, and provided in addition to the core curriculum

Person or Persons Responsible

Teachers, Science Lab

Target Dates or Schedule

on-going throughout the year (Using CG timeline)

Evidence of Completion

Assessment data, Inquiry Projects, small group instruction

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Student Science Discussions and Interactive Science Journals will be monitored as well as projects and investigations completed within the classroom and Science Lab

Person or Persons Responsible

Teacher, Science Lab Teacher

Target Dates or Schedule

on-going throughout the year (Using CG Timeline)

Evidence of Completion

Walkthroughs, IGLM Notes, Coaches Logs and Reflections, Leadership Team Notes, Student Achievement Data Forms

Plan to Monitor Effectiveness of G7.B3.S1

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, Science Lab Teacher

Target Dates or Schedule

bi-weekly (based on assessment data gathered to make an informed decision on next steps)

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G7.B4 Lack of time for aligned investigation

G7.B4.S1 Teachers will complete at least 1 aligned Investigation in their classroom

Action Step 1

Teachers will plan with the CIS/Science Lab Teacher and complete at least one aligned investigation in their classroom to launch a new concept or to extend the concept lesson

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going throughout the year (Using CG Timeline)

Evidence of Completion

Student Learning Charts, Investigation Charts, Checklists, Rubrics, Student Presentations, Student Interactive Journals

Facilitator:

Science Lead Teacher, Science Lab Teacher, Curriculum Integration Specialist

Participants:

All teacher (K-5)

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Teacher lesson plans reflecting planned investigations as well as evidence in classroom reflecting investigation taught (Student/Learning Artifacts). Science Lab Teacher will monitor vocabulary and concept knowledge to see if instruction is taking place prior to their lab visit.

Person or Persons Responsible

Science Lab Teacher, Curriculum Integration Specialists

Target Dates or Schedule

on-going through out the year (CG Timeline)

Evidence of Completion

Walkthroughs, Coaches Logs and Reflections, Collaborative Planning Notes, Leadership Team Notes, IGLM Notes and Discussions

Plan to Monitor Effectiveness of G7.B4.S1

Science CGA Assessment Data (K-5) will be monitored to see improvement; Science Inquiry Projects and Student Discussions will be observed and analyzed; Student Interactive Journals will be used to assess understanding of Science Lab lessons and concepts

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist

Target Dates or Schedule

bi-weekly as teachers give teacher-made assessments, post tests, informal assessments to make instructional decisions

Evidence of Completion

Assessment Data; Student Achievement/Data Form; Student Work/Projects; Walkthroughs; CAST Evaluation (Domain 2 and 3)

G8. Increase our Students with Disabilities scoring at a Level 3 or higher in Reading by 10%

G8.B1 Rigorous Cut Scores

G8.B1.S1 Guided Reading will be implemented with fidelity in order to help these students become better readers and comprehend on grade level

Action Step 1

Decoding strategies will be implemented using Reading Mastery to increase their ability to decode words and not lose the meaning of the text. Leveled Literacy/Strategy to Monitor will be bi-weekly upgrades on Student Reading Achievement with Leveled Literacy Guided Reading will be offered to assess if the other actions are being effective and to address both learning to read and reading to learn.

Person or Persons Responsible

Classroom teachers, VE Teachers, and Reading Interventionists

Target Dates or Schedule

Implemented Daily; Leveled Literacy 3 times a week

Evidence of Completion

Lesson plans, running records, recording logs, recording data showing fluency WPM, Unit Tests within curriculum used

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Guided Reading Running Records and Comprehension Checks to see if students are utilizing strategies learned in Reading Mastery to decode words and Leveled Literacy to increase fluency

Person or Persons Responsible

Teacher, VE Teacher, Reading Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, running records, recording logs, recording data showing fluency WPM, Unit Tests within curriculum used

Plan to Monitor Effectiveness of G8.B1.S1

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Teacher, VE Teacher, Reading Interventionists, Reading Coach

Target Dates or Schedule

on-going

Evidence of Completion

Walkthroughs, student discussions, running records, and interactive journals

G9. Increase our African American students scoring at a Level 3 or higher in Reading by 10%

G9.B1 Rigorous Cut Scores

G9.B1.S1 Closely monitor Bottom Quartile Students

Action Step 1

Monitor Bottom Quartile students and ensure they are being provided the same high expectations as all students as well as the services they need in order to meet grade level expectations.

Person or Persons Responsible

Teacher, VE Teacher, Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Teacher Data Logs, Student Achievement Data Form, Coaches Data Logs, and Data Wall/Wall of Fame

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Data Analysis and tracking of our Bottom Quartile Students

Person or Persons Responsible

Teachers, Coaches, Assistant Principal, Principal

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Classroom and District Assessment Data, Data Chats

Plan to Monitor Effectiveness of G9.B1.S1

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, student discussions, running records, interactive journals

G9.B1.S2 Build Relationships

Action Step 1

Build relationships and take interest in individual students beyond a test score. Continue to build relationships with parents and the community.

Person or Persons Responsible

All teachers and staff at Carter G. Woodson

Target Dates or Schedule

on-going

Evidence of Completion

Interest inventory, Surveys, Conference Logs, Lunch with teachers/coaches/administration

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Lessons, activities planned around student interests and needs

Person or Persons Responsible

Reading Coach, VE Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Coaches Logs and Reflections, IGLM notes, Leadership Team notes

Plan to Monitor Effectiveness of G9.B1.S2

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Teacher, VE Teacher, Reading Coach, Reading Interventionist

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, student discussions with teachers and other students, running records, interactive journals

G9.B1.S3 Create a print-rich environment

Action Step 1

Provide students with access to books, magazines, and newspapers. Read aloud children's books with common themes

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation, Student Work, Running Records, Assessment Data

Plan to Monitor Fidelity of Implementation of G9.B1.S3

Daily sustained independent reading and partner reading; Student use of additional reading resources and implementation into responses and other projects

Person or Persons Responsible

Teacher, Reading Coach, Reading Interventionist, VE Teacher

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, interactive journals, assessment data, and running records

Plan to Monitor Effectiveness of G9.B1.S3

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, student discussions with teacher and other students, running records, interactive journals

G10. Increase our Economically Disadvantaged students scoring at a Level 3 in Reading by 10%

G10.B1 Rigorous Cut Scores

G10.B1.S1 Closely monitor Bottom Quartile Students

Action Step 1

Monitor Bottom Quartile students and ensure they are being provided the same high expectations as all students as well as the services they need in order to meet grade level expectations.

Person or Persons Responsible

Teacher, VE Teacher, Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Teacher Data Logs, Student Achievement Data Form, Coaches Data Logs, and Data Wall/Wall of Fame

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

Data Analysis and tracking of our Bottom Quartile Students

Person or Persons Responsible

Teachers, Coaches, Assistant Principal, Principal

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Classroom and District Assessment Data, Data Chats

Plan to Monitor Effectiveness of G10.B1.S1

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, student discussions, running records, interactive journals

G10.B1.S2 Build Relationships

Action Step 1

Build relationships and take interest in individual students beyond a test score. Continue to build relationships with parents and the community.

Person or Persons Responsible

All teachers and staff at Carter G. Woodson

Target Dates or Schedule

on-going

Evidence of Completion

Interest inventory, Surveys, Conference Logs, Lunch with teachers/coaches/administration

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

Lessons, activities planned around student interests and needs

Person or Persons Responsible

Reading Coach, VE Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Coaches Logs and Reflections, IGLM notes, Leadership Team notes

Plan to Monitor Effectiveness of G10.B1.S2

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Teacher, VE Teacher, Reading Coach, Reading Interventionist

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, student discussions with teachers and other students, running records, interactive journals

G10.B1.S3 Create a print-rich environment

Action Step 1

Provide students with access to books, magazines, and newspapers. Read aloud children's books with common themes

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation, Student Work, Running Records, Assessment Data

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Daily sustained independent reading and partner reading; Student use of additional reading resources and implementation into responses and other projects

Person or Persons Responsible

Teacher, Reading Coach, Reading Interventionist, VE Teacher

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, interactive journals, assessment data, and running records

Plan to Monitor Effectiveness of G10.B1.S3

Student Reading Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, student discussions with teacher and other students, running records, interactive journals

G11. Increase our Students with Disabilities scoring at a Level 3 or higher in Math by 10%

G11.B1 Rigorous Cut Scores

G11.B1.S1 Inquiry based projects will be expected from all students

Action Step 1

Inquiry Projects to increase ability to explain math concepts/strategies. Intensive Math Tutoring using Number Worlds/Building Blocks will be provided based off assessment data and inquiry project observations/discussions to assist students with rigorous concepts and projects given.

Person or Persons Responsible

Classroom teachers, VE Teachers, and Math Interventionists

Target Dates or Schedule

Implemented Daily; Number Worlds implemented 2-3 times a week

Evidence of Completion

Lesson plans, recording logs, recording data showing concept mastery, Unit Tests within curriculum used

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

Inquiry Project Rubrics and Timelines to see if students are utilizing strategies learned in Intensive Tutoring and Number Worlds to increase concept understanding and explanation of the concept during real world experiences

Person or Persons Responsible

Teacher, VE Teacher, Math Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, recording logs, recording data showing concepts mastered, Unit Tests within curriculum used

Plan to Monitor Effectiveness of G11.B1.S1

Student Math Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Teacher, VE Teacher, Math Interventionists, Math Coach

Target Dates or Schedule

on-going

Evidence of Completion

Walkthroughs, student discussions, recording logs, student projects/presentations and interactive journals

G12. Increase our African American students scoring at a Level 3 or higher in Math by 10%

G12.B1 Rigorous Cut Scores

G12.B1.S1 Closely monitor Bottom Quartile Students

Action Step 1

Monitor Bottom Quartile students and ensure they are being provided the same high expectations as all students as well as the services they need in order to meet grade level expectations.

Person or Persons Responsible

Teacher, VE Teacher, Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Teacher Data Logs, Student Achievement Data Form, Coaches Data Logs, and Data Wall/Wall of Fame

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

Data Analysis and tracking of our Bottom Quartile Students

Person or Persons Responsible

Teachers, Coaches, Assistant Principal, Principal

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Classroom and District Assessment Data, Data Chats

Plan to Monitor Effectiveness of G12.B1.S1

Student Math Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, student discussions, recording logs of mastered concepts, interactive journals

G12.B1.S2 Problem Solving and Math Communication

Action Step 1

Implement Challenging Learning Activities (Inquiry/Project Based Learning) which promote questioning and students defending their ideas using appropriate math vocabulary

Person or Persons Responsible

Teachers, Math Coach, Math Interventionist

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Discussions, Timelines, Rubrics, Projects, Inquiry Showcase

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

Lessons, activities planned around student interests and needs that incorporate multiple Math Concepts and other content areas

Person or Persons Responsible

Math Coach, Math Interventionist, VE Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Coaches Logs and Reflections, IGLM notes, Leadership Team notes, Student Work pieces

Plan to Monitor Effectiveness of G12.B1.S2

Student Math Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Teacher, VE Teacher, Math Coach, Math Interventionist

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, student discussions with teachers and other students, assessment data, student work, interactive journals

G13. Increase our Economically Disadvantaged students scoring at a Level 3 in Math by 10%

G13.B1 Rigorous Cut Scores

G13.B1.S1 Closely monitor Bottom Quartile Students

Action Step 1

Monitor Bottom Quartile students and ensure they are being provided the same high expectations as all students as well as the services they need in order to meet grade level expectations.

Person or Persons Responsible

Teacher, VE Teacher, Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Teacher Data Logs, Student Achievement Data Form, Coaches Data Logs, and Data Wall/Wall of Fame

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

Data Analysis and tracking of our Bottom Quartile Students

Person or Persons Responsible

Teachers, Coaches, Assistant Principal, Principal

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Classroom and District Assessment Data, Data Chats

Plan to Monitor Effectiveness of G13.B1.S1

Student Math Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist, VE Teacher, Teacher

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, student discussions, recording logs of mastered concepts, interactive journals

G13.B1.S2 Problem Solving and Math Communication

Action Step 1

Implement Challenging Learning Activities (Inquiry/Project Based Learning) which promote questioning and students defending their ideas using appropriate math vocabulary

Person or Persons Responsible

Teachers, Math Coach, Math Interventionist

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Discussions, Timelines, Rubrics, Projects, Inquiry Showcase

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

Lessons, activities planned around student interests and needs that incorporate multiple Math Concepts and other content areas

Person or Persons Responsible

Math Coach, Math Interventionist, VE Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, Coaches Logs and Reflections, IGLM notes, Leadership Team notes, Student Work pieces

Plan to Monitor Effectiveness of G13.B1.S2

Student Math Behaviors in the General Education Classroom and Assessment Data from Teacher Made Assessments and CGA's.

Person or Persons Responsible

Teacher, VE Teacher, Math Coach, Math Interventionist

Target Dates or Schedule

bi-weekly

Evidence of Completion

Walkthroughs, student discussions with teachers and other students, assessment data, student work, interactive journals

G14. Increase our students scoring at Levels 4,5, and 6 on FFA in Reading by 5%

G14.B1 Students with multiple disabilities and cognitive disabilities

G14.B1.S1 Engaging students in meaningful, literacy experiences

Action Step 1

Differentiate Core Curriculum (Unique Learning Systems) to meet students needs and integrate real-world experiences

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going/flexible

Evidence of Completion

Pre/Post Benchmark Assessments; Observations; Conferencing/Small Group Notes; Informal Assessments

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Differentiated center activities for students based on needs; Lesson plans to show integration of real-world experiences

Person or Persons Responsible

Teacher; District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, discussions with students and between students; Pre/Post Test Benchmark Assessments

Plan to Monitor Effectiveness of G14.B1.S1

Student work from Differentiated Center activities, Pre/Post Test Benchmark Assessments,

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher, Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data Chats with teacher, student assessment data, walkthroughs

G14.B1.S2 Specific Strategies to adapt materials/instruction for all

Action Step 1

Provide multiple strategies (cues, prompting, repetition, scaffolding, verbal refocusing, and visual models) to assist students with Reading Comprehension

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans and lesson delivery

Plan to Monitor Fidelity of Implementation of G14.B1.S2

Lesson Plans will reflect strategies used to assist students during instruction

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, CAST Evaluations (Domain 2 and 3)

Plan to Monitor Effectiveness of G14.B1.S2

Quality of student work produced and student reading behaviors will be observed during small group as well as reading comprehension

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, Teacher, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

Student Reading Progress, Student Assessment Data

G15. Increase our students scoring at or above a Level 7 on FFA in Reading by 5%

G15.B1 Using disabilities as an excuse

G15.B1.S1 Providing Inquiry Based Learning Opportunities

Action Step 1

Provide whole group and small group Inquiry Projects for all students to participate and gain knowledge from

Person or Persons Responsible

Teacher, Curriculum Integration Specialist

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, Class/Student Projects, Learning Artifacts

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Lesson plans to reflect Inquiry/Project Based Learning opportunities; Collaboration Meeting Notes to plan and share ideas with other teachers on grade level; Student Work Products

Person or Persons Responsible

Curriculum Integration Specialists, District Personnel

Target Dates or Schedule

on- going

Evidence of Completion

walkthroughs, magnet checklists, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G15.B1.S1

Student Inquiry/Project Based Learning Student Works Products; Student Discussions/Presentations; Reading Behaviors and Comprehension

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student discussions, presentation, student assessment data

G16. Increase our students scoring at Levels 4,5, and 6 on FFA in Science by 5%

G16.B1 Disconnect between concepts and real-life application due to communication challenges

G16.B1.S1 Provide Multiple means of representation

Action Step 1

Utilize the "Say It"- ask questions, read text aloud; "show it"- pictures, graphics, media; "model it"- demonstrate, manipulatives, construct, technology, inquiry; with all Science instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Pre/Post Benchmark Tests, Student Feedback/Discussion, Student Work, Teacher Self-Reflection of lesson

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

Lesson plans reflecting multiple means of representations (Say It, Show It, Model It)

Person or Persons Responsible

Administrators, District Personnel

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Work

Plan to Monitor Effectiveness of G16.B1.S1

Student Assessment Data, Student Work pieces/projects

Person or Persons Responsible

Administrators, VE Teacher, District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student assessment data over time, student work over time

G17. Increase our students making Learning Gains on FAA in Reading by 10%

G17.B1 Students with multiple disabilities and cognitive disabilities

G17.B1.S1 Engaging students in meaningful, literacy experiences

Action Step 1

Differentiate Core Curriculum (Unique Learning Systems) to meet students needs and integrate real-world experiences

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going/flexible

Evidence of Completion

Pre/Post Benchmark Assessments; Observations; Conferencing/Small Group Notes; Informal Assessments

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Differentiated center activities for students based on needs; Lesson plans to show integration of real-world experiences

Person or Persons Responsible

Teacher; District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, discussions with students and between students; Pre/Post Test Benchmark Assessments

Plan to Monitor Effectiveness of G17.B1.S1

Student work from Differentiated Center activities, Pre/Post Test Benchmark Assessments,

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher, Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data Chats with teacher, student assessment data, walkthroughs

G17.B1.S2 Specific Strategies to adapt materials/instruction for all

Action Step 1

Provide multiple strategies (cues, prompting, repetition, scaffolding, verbal refocusing, and visual models) to assist students with Reading Comprehension

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans and lesson delivery

Plan to Monitor Fidelity of Implementation of G17.B1.S2

Lesson Plans will reflect strategies used to assist students during instruction

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, CAST Evaluations (Domain 2 and 3)

Plan to Monitor Effectiveness of G17.B1.S2

Quality of student work produced and student reading behaviors will be observed during small group as well as reading comprehension

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, Teacher, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

Student Reading Progress, Student Assessment Data

G17.B2 Using disabilities to set low expectations

G17.B2.S1 Providing Inquiry Based/PBL Learning Opportunities

Action Step 1

Provide whole group and small group Inquiry Projects for all students to participate and gain knowledge from

Person or Persons Responsible

Teacher, Curriculum Integration Specialist

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, Class/Student Projects, Learning Artifacts

Plan to Monitor Fidelity of Implementation of G17.B2.S1

Lesson plans to reflect Inquiry/Project Based Learning opportunities; Collaboration Meeting Notes to plan and share ideas with other teachers on grade level; Student Work Products

Person or Persons Responsible

Curriculum Integration Specialist, District Personnel

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, magnet checklists, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G17.B2.S1

Student Inquiry/Project Based Learning Student Works Products; Student Discussions/Presentations; Reading Behaviors and Comprehension

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, District Personnel, VE Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

walkthroughs, student discussions, presentations, student assessment data

G18. Increase our students scoring at or above a Level 4 on FFA in Writing by 5%

G18.B1 Students with multiple disabilities and cognitive disabilities

G18.B1.S1 Engaging students in meaningful, literacy experiences and writing across the curriculum

Action Step 1

Differentiate Core Curriculum (Unique Learning Systems) to meet students needs and integrate real-world experiences

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going/flexible

Evidence of Completion

Pre/Post Benchmark Assessments; Observations; Conferencing/Small Group Notes; Informal Assessments

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Differentiated center activities for students based on needs; Lesson plans to show integration of real-world experiences and writing across curriculum

Person or Persons Responsible

Teacher; District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, discussions with students and between students; student writing pieces; Pre/Post Test Benchmark Assessments

Plan to Monitor Effectiveness of G18.B1.S1

Student work from Differentiated Center activities, Student Writing pieces, Pre/Post Test Benchmark Assessments,

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher, Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data Chats with teacher, student assessment data, walkthroughs

G18.B1.S2 Specific Strategies to adapt materials/instruction for all

Action Step 1

Provide multiple strategies (cues, prompting, repetition, scaffolding, verbal refocusing, and visual models) to assist students with Reading Comprehension and Writing Across the Curriculum

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans and lesson delivery

Plan to Monitor Fidelity of Implementation of G18.B1.S2

Lesson Plans will reflect strategies used to assist students during instruction

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, CAST Evaluations (Domain 2 and 3)

Plan to Monitor Effectiveness of G18.B1.S2

Quality of student work produced and student reading and writing behaviors will be observed during small group as well as reading comprehension/writing elements

Person or Persons Responsible

Principal, Assistant Principal, District Personnel, Teacher, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

Student Reading Progress, Student Writing pieces, Student Assessment Data

G18.B2 Using disabilities to set low expectations

G18.B2.S1 Providing Inquiry Based/PBL Learning Opportunities

Action Step 1

Provide whole group and small group Inquiry Projects for all students to participate and gain knowledge from

Person or Persons Responsible

Teacher, Curriculum Integration Specialist

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, Class/Student Projects, Learning Artifacts

Plan to Monitor Fidelity of Implementation of G18.B2.S1

Lesson plans to reflect Inquiry/Project Based Learning opportunities; Collaboration Meeting Notes to plan and share ideas with other teachers on grade level; Student Work Products

Person or Persons Responsible

Curriculum Integration Specialist, District Personnel

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, magnet checklists, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G18.B2.S1

Student Inquiry/Project Based Learning Student Works Products; Student Discussions/Presentations; Reading?Writing Behaviors and Comprehension

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, District Personnel, VE Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

walkthroughs, student discussions, presentations, student assessment data

G19. Increase our students scoring at or above a Level 7 on FFA in Science by 5%

G19.B1 Disconnect between concepts and real-life application due to communication challenges

G19.B1.S1 Provide Multiple means of representation

Action Step 1

Utilize the "Say It"- ask questions, read text aloud; "show it"- pictures, graphics, media; "model it"- demonstrate, manipulatives, construct, technology, inquiry; with all Science instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Pre/Post Benchmark Tests, Student Feedback/Discussion, Student Work, Teacher Self-Reflection of lesson

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Lesson plans reflecting multiple means of representations (Say It, Show It, Model It)

Person or Persons Responsible

Administrators, District Personnel

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Work

Plan to Monitor Effectiveness of G19.B1.S1

Student Assessment Data, Student Work pieces/projects

Person or Persons Responsible

Administrators, VE Teacher, District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student assessment data over time, student work over time

G19.B2 Using disabilities to set low expectations

G19.B2.S1 Provide Inquiry Based/ Project Based Learning Opportunities

Action Step 1

Provide whole group/small group Inquiry based/Project based Learning opportunities for all students to gain additional knowledge

Person or Persons Responsible

Teacher, Curriculum Integration Specialists

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, Class/Group Projects, Learning Artifacts

Plan to Monitor Fidelity of Implementation of G19.B2.S1

Lesson plans reflect Inquiry/Project Based Learning Opportunities; Collaboration Meeting Notes to plan and share ideas with other teachers on grade level; Student Work Products

Person or Persons Responsible

Curriculum Integration Specialist, District Personnel

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, magnet checklists, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G19.B2.S1

Student Inquiry/Project Based Learning Student Work Products, Student Discussions?Presentations, Reading Behaviors/Comprehension

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student discussions, presentations, student assessment data

G20. Increase our students scoring at Levels 4,5, and 6 on FFA in Math by 5%

G20.B1 Disconnect between concepts and real-life application due to communication challenges and severe cognitive disabilities

G20.B1.S1 Provide Multiple means of representation

Action Step 1

Utilize the Unique Learning Systems Core Strategy: "Say It"- ask questions, read text aloud; "show it"- pictures, graphics, media; "model it"- demonstrate, manipulatives, construct, technology, inquiry; Repetition- modifications for communication challenges/cognitive disabilities; Used with all Math Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Pre/Post Benchmark Tests, Student Feedback/Discussion, Student Work, Teacher Self-Reflection of lesson

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Lesson plans reflecting multiple means of representations (Say It, Show It, Model It)

Person or Persons Responsible

Administrators, District Personnel

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Work

Plan to Monitor Effectiveness of G20.B1.S1

Student Assessment Data, Student Work pieces/projects

Person or Persons Responsible

Administrators, VE Teacher, District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student assessment data over time, student work over time

G21. Increase our students scoring at or above a Level 7 on FFA in Math by 5%]

G21.B1 Disconnect between concepts and real-life application due to communication challenges and severe cognitive disabilities

G21.B1.S1 Provide Multiple means of representation

Action Step 1

Utilize the Unique Learning Systems Core Curriculum Strategy: "Say It"- ask questions, read text aloud; "show it"- pictures, graphics, media; "model it"- demonstrate, manipulatives, construct, technology, inquiry; Repetition- modification made for communication challenges/severe cognitive disabilities; Used with all Math instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Pre/Post Benchmark Tests, Student Feedback/Discussion, Student Work, Teacher Self-Reflection of lesson

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Lesson plans reflecting multiple means of representations (Say It, Show It, Model It)

Person or Persons Responsible

Administrators, District Personnel

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Work

Plan to Monitor Effectiveness of G21.B1.S1

Student Assessment Data, Student Work pieces/projects

Person or Persons Responsible

Administrators, VE Teacher, District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student assessment data over time, student work over time

G21.B2 Using disabilities to set low expectations

G21.B2.S1 Provide Inquiry Based/ Project Based Learning Opportunities

Action Step 1

Provide whole group/small group Inquiry based/Project based Learning opportunities for all students to apply additional concept knowledge

Person or Persons Responsible

Teacher, Curriculum Integration Specialists

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, Class/Group Projects, Learning Artifacts

Plan to Monitor Fidelity of Implementation of G21.B2.S1

Lesson plans reflect Inquiry/Project Based Learning Opportunities; Collaboration Meeting Notes to plan and share ideas with other teachers on grade level; Student Work Products

Person or Persons Responsible

Curriculum Integration Specialist, District Personnel

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, magnet checklists, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G21.B2.S1

Student Inquiry/Project Based Learning Student Work Products, Student Discussions?Presentations, Math Behaviors/Comprehension

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student discussions, presentations, student assessment data

G22. Increase our students making Learning Gains on FAA in Math by 10%

G22.B1 Disconnect between concepts and real-life application due to communication challenges and severe cognitive disabilities

G22.B1.S1 Provide Multiple means of representation

Action Step 1

Utilize the Unique Learning Systems Core Curriculum Strategy: "Say It"- ask questions, read text aloud; "show it"- pictures, graphics, media; "model it"- demonstrate, manipulatives, construct, technology, inquiry; Repetition- modification made for communication challenges/severe cognitive disabilities; Used with all Math instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Pre/Post Benchmark Tests, Student Feedback/Discussion, Student Work, Teacher Self-Reflection of lesson

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Lesson plans reflecting multiple means of representations (Say It, Show It, Model It)

Person or Persons Responsible

Administrators, District Personnel

Target Dates or Schedule

weekly

Evidence of Completion

Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Work

Plan to Monitor Effectiveness of G22.B1.S1

Student Assessment Data, Student Work pieces/projects

Person or Persons Responsible

Administrators, VE Teacher, District Personnel

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student assessment data over time, student work over time

G22.B2 Using disabilities to set low expectations

G22.B2.S1 Provide Inquiry Based/ Project Based Learning Opportunities

Action Step 1

Provide whole group/small group Inquiry based/Project based Learning opportunities for all students to apply additional concept knowledge

Person or Persons Responsible

Teacher, Curriculum Integration Specialists

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, Class/Group Projects, Learning Artifacts

Plan to Monitor Fidelity of Implementation of G22.B2.S1

Lesson plans reflect Inquiry/Project Based Learning Opportunities; Collaboration Meeting Notes to plan and share ideas with other teachers on grade level; Student Work Products

Person or Persons Responsible

Curriculum Integration Specialist, District Personnel

Target Dates or Schedule

on-going

Evidence of Completion

walkthroughs, magnet checklists, CAST Evaluation (Domain 2 and 3)

Plan to Monitor Effectiveness of G22.B2.S1

Student Inquiry/Project Based Learning Student Work Products, Student Discussions?Presentations, Math Behaviors/Comprehension

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Integration Specialist, VE Teacher

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, student discussions, presentations, student assessment data

G23. Decrease the amount of suspensions by 20%

G23.B1 New students to our school

G23.B1.S1 Inquiry-based and PBL opportunities that engages all learning styles.

Action Step 1

Inquiry based activities will be integrated through multiple content areas, will target common vocabulary, require students to research topics, think critically, and utilize their speaking,listening, and viewing standards through Common Core.

Person or Persons Responsible

Teachers will act as the facilitator and students will be in charge of their learning

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Inquiry projects, Real World Learning opportunities

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Teacher lesson plans, Teacher instruction, Student learning, student work produced, Assessment data

Person or Persons Responsible

Principal, Assistant Principal, Reading and Math Coach, Reading and Math Interventionist

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Walkthroughs, Coaches logs and reflections, Learning Artifacts, Student Work

Plan to Monitor Effectiveness of G23.B1.S1

Student Work, Student Assessment Data, Student Engagement

Person or Persons Responsible

Principal, Assistant Principal, Reading and Math Coach, Reading and Math Interventionist

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs, Coaches Logs and Reflections, Learning Artifacts, Student Work, CGA Assessment Data

G23.B1.S2 Pair students with multiple student code of conduct violations with in-school mentors.

Action Step 1

Mentor groups will be started for students who have repeated violations and for those who fall into the Bottom 25%

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Mentor Groups will meet weekly

Evidence of Completion

Meeting schedule/ Assessment data

Plan to Monitor Fidelity of Implementation of G23.B1.S2

Mentor group meeting times; Meeting discussions; Goal setting by individual students; Referral data

Person or Persons Responsible

Assistant Principal and Guidance Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Anecdotal Notes; Referral data; Changing of mentor groups as needed

Plan to Monitor Effectiveness of G23.B1.S2

Assessment data, student grades, referral data

Person or Persons Responsible

Assistant Principal and Guidance Counselor

Target Dates or Schedule

weekly

Evidence of Completion

Wall of Fame board, data board, genesis for discipline data, task force meetings attended by principal

G24. Increase parent participation in parent related events by 10%

G24.B1 Consistency with parent participation

G24.B1.S1 Change delivery method to present parent information

Action Step 1

Alternate delivery methods for parent meetings/activities; Attach performances or a specific need to parent workshops

Person or Persons Responsible

Academic Enrichment Team, Coaches, Assistant Principal

Target Dates or Schedule

monthly

Evidence of Completion

Parent sign in sheets, parent feedback forms

Plan to Monitor Fidelity of Implementation of G24.B1.S1

meeting agendas, information given to parents, ways to promote events, planning of event, tracking of parent attendance over time

Person or Persons Responsible

Assistant Principal, Coaches, Interventionist

Target Dates or Schedule

after each event

Evidence of Completion

feedback forms, attendance, changes implemented to the next parent event

Plan to Monitor Effectiveness of G24.B1.S1

attendance over time, implementation of parent learning transferring from school to home and home to school, parent feedback forms, teacher feedback forms

Person or Persons Responsible

Assistant Principal, Coaches, Interventionists

Target Dates or Schedule

after each event

Evidence of Completion

data over time (parent, student assessment); feedback forms

G25. Increase our students scoring at a Level 3 in Reading by 10%

G25.B1 Many students are unaware of their current achievement level

G25.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Person or Persons Responsible

Teacher, Reading Coach, Reading Interventionist will meet with students

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

Facilitator:

Reading Coach; Reading Interventionist

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G25.B1.S1

The use of achievement/data forms and student progress over time.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting notes discussing the data forms and student progress; Coaches Logs to see conversations with teachers and students; Student Achievement/Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G25.B1.S1

Student achievement between CGA/IOWA assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

After each CGA Assessment (every 2 months) and every IOWA Assessment (4 months)

Evidence of Completion

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G25.B2 Level of rigor is not at a desired level school-wide

G25.B2.S1 Increase Inquiry Based learning opportunities through the content areas and the Medical Magnet Standards.

Action Step 1

Inquiry based activities will be integrated through multiple content areas, will target common vocabulary, require students to research topics, think critically, and utilize their speaking, listening, and viewing standards through Common Core.

Person or Persons Responsible

Teachers will act as a facilitator and students will be in charge of their learning.

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Comprehension Toolkit Student Work; Science Inquiry Projects; History in Medicine Inquiry Projects

Plan to Monitor Fidelity of Implementation of G25.B2.S1

Teacher Lesson Plans; Teacher Instruction; Student Learning; Student Work being produced; Student Assessment Data

Person or Persons Responsible

Principal, Assistant Principal, Readin Coach, Reading Interventionist

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work

Plan to Monitor Effectiveness of G25.B2.S1

Student Work being produced; Student Assessment Data; Student Engagement

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work; CGA Assessment Data

G25.B2.S2 Collaborative Learning Communities that develop active cognitive engagement lessons

Action Step 1

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Person or Persons Responsible

Classroom teachers collaborating as a grade level

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

Facilitator:

Coaches during IGLM's

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G25.B2.S2

Collaboration between teachers on lesson planning and lessons being delivered.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Collaboration Form; Teacher Lessons; Student Learning; Student Engagement; Student Work; Assessment data

Plan to Monitor Effectiveness of G25.B2.S2

We will sit in on random Grade Level Collaboration times to see what is being discussed; Also we will cross reference what is turned in on Collaboration Forms with what we see in Lesson Plans to verify validity.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and Reading Interventionists

Target Dates or Schedule

Every two weeks

Evidence of Completion

Classroom Walkthroughs; Leadership Team Meeting Notes; Instructional Grade Level Meeting Agendas/Notes

G26. Increase our students scoring at a Level 4 or higher in Reading by 10%

G26.B1 Many students are unaware of their current achievement level

G26.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Person or Persons Responsible

Teacher, Reading Coach, Reading Interventionist will meet with students

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

Facilitator:

Reaching Coach; Reading Interventionist

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G26.B1.S1

The use of achievement/data forms and student progress over time.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting notes discussing the data forms and student progress; Coaches Logs to see conversations with teachers and students; Student Achievement/Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G26.B1.S1

Student achievement between CGA/IOWA assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

After each CGA Assessment (every 2 months) and every IOWA Assessment (4 months)

Evidence of Completion

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G26.B2 Level of rigor is not at a desired level school-wide

G26.B2.S1 Increase Project Based/Inquiry Based learning opportunities through the integration of the content areas and the Medical Magnet Standards to connect real world application.

Action Step 1

Inquiry based activities will be integrated through multiple content areas, will target common vocabulary, require students to research topics, think critically, and utilize their speaking, listening, and viewing standards through Common Core.

Person or Persons Responsible

Teachers will act as a facilitator and students will be in charge of their learning.

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Comprehension Toolkit Student Work; Science Inquiry Projects; History in Medicine Inquiry Projects

Plan to Monitor Fidelity of Implementation of G26.B2.S1

Teacher Lesson Plans; Teacher Instruction; Student Learning; Student Work being produced; Student Assessment Data

Person or Persons Responsible

Principal, Assistant Principal, Readin Coach, Reading Interventionist

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work

Plan to Monitor Effectiveness of G26.B2.S1

Student Work being produced; Student Assessment Data; Student Engagement

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work; CGA Assessment Data

G26.B2.S2 Collaborative Learning Communities that develop active cognitive engagement lessons

Action Step 1

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Person or Persons Responsible

Classroom teachers collaborating as a grade level

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

Facilitator:

Coaches during IGLM's

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G26.B2.S2

Collaboration between teachers on lesson planning and lessons being delivered.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Collaboration Form; Teacher Lessons; Student Learning; Student Engagement; Student Work; Assessment data

Plan to Monitor Effectiveness of G26.B2.S2

We will sit in on random Grade Level Collaboration times to see what is being discussed; Also we will cross reference what is turned in on Collaboration Forms with what we see in Lesson Plans to verify validity.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and Reading Interventionists

Target Dates or Schedule

Every two weeks

Evidence of Completion

Classroom Walkthroughs; Leadership Team Meeting Notes; Instructional Grade Level Meeting Agendas/Notes

G26.B3 Many students lack life experiences to comprehend effectively

G26.B3.S1 Include Video Streaming, Field Trips, Virtual Field Trips, and Guest Speakers to supplement their instruction.

Action Step 1

Teachers will embed supplemental resources into lessons to front load information or build background knowledge. This will get students engaged, start the Inquiry process prior to the gradual release, and start the process of having students make connections, ask questions, and make inferences.

Person or Persons Responsible

Teachers, students, and Coaches

Target Dates or Schedule

When starting a new concept, strategy, or skill

Evidence of Completion

Lesson plans, lessons being taught, and student work

Plan to Monitor Fidelity of Implementation of G26.B3.S1

Teachers utilizing additional resources to build background knowledge in different lessons

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Walkthroughs; CAST Evaluations (Domain 2 and 3); Lesson Plans; Lessons taught; Student Work; Assessment data

Plan to Monitor Effectiveness of G26.B3.S1

Student Engagement, Student Achievement Data and Student Work to see if supplemental technology resources builds background knowledge and improves student comprehension

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Assessment Data, and Student Work

G27. Increase our students making Learning Gains in Reading by 10%

G27.B1 Many students are unaware of their current achievement level

G27.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Person or Persons Responsible

Teacher, Reading Coach, Reading Interventionist will meet with students

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

Facilitator:

Reaching Coach; Reading Interventionist

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G27.B1.S1

The use of achievement/data forms and student progress over time.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting notes discussing the data forms and student progress; Coaches Logs to see conversations with teachers and students; Student Achievement/Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G27.B1.S1

Student achievement between CGA/IOWA assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

After each CGA Assessment (every 2 months) and every IOWA Assessment (4 months)

Evidence of Completion

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G27.B2 Level of rigor is not at a desired level school-wide

G27.B2.S1 Increase Inquiry Based learning opportunities through the content areas and the Medical Magnet Standards.

Action Step 1

Inquiry based activities will be integrated through multiple content areas, will target common vocabulary, require students to research topics, think critically, and utilize their speaking, listening, and viewing standards through Common Core.

Person or Persons Responsible

Teachers will act as a facilitator and students will be in charge of their learning.

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Comprehension Toolkit Student Work; Science Inquiry Projects; History in Medicine Inquiry Projects

Plan to Monitor Fidelity of Implementation of G27.B2.S1

Teacher Lesson Plans; Teacher Instruction; Student Learning; Student Work being produced; Student Assessment Data

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work

Plan to Monitor Effectiveness of G27.B2.S1

Student Work being produced; Student Assessment Data; Student Engagement

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work; CGA Assessment Data

G27.B2.S2 Collaborative Learning Communities that develop active cognitive engagement lessons

Action Step 1

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Person or Persons Responsible

Classroom teachers collaborating as a grade level

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

Facilitator:

Coaches during IGLM's

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G27.B2.S2

Collaboration between teachers on lesson planning and lessons being delivered.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Collaboration Form; Teacher Lessons; Student Learning; Student Engagement; Student Work; Assessment data

Plan to Monitor Effectiveness of G27.B2.S2

We will sit in on random Grade Level Collaboration times to see what is being discussed; Also we will cross reference what is turned in on Collaboration Forms with what we see in Lesson Plans to verify validity.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and Reading Interventionists

Target Dates or Schedule

Every two weeks

Evidence of Completion

Classroom Walkthroughs; Leadership Team Meeting Notes; Instructional Grade Level Meeting Agendas/Notes

G28. Increase our students in the Bottom Quartile making Learning Gains in Reading by 10%

G28.B1 Many students are unaware of their current achievement level

G28.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

Action Step 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Person or Persons Responsible

Teacher, Reading Coach, Reading Interventionist will meet with students

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

Facilitator:

Reading Coach; Reading Interventionist

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G28.B1.S1

The use of achievement/data forms and student progress over time.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership Team Meeting notes discussing the data forms and student progress; Coaches Logs to see conversations with teachers and students; Student Achievement/Data Chat Forms; Data Wall; Assessment Data

Plan to Monitor Effectiveness of G28.B1.S1

Student achievement between CGA/IOWA assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

After each CGA Assessment (every 2 months) and every IOWA Assessment (4 months)

Evidence of Completion

Achievement/Data Forms for both student and teacher, Data Wall, and Data Graphs that will show increase or decreases in individual student achievement.

G28.B2 Level of rigor is not at a desired level school-wide

G28.B2.S1 Increase Project Based/Inquiry Based learning opportunities through the integration of the content areas and the Medical Magnet Standards to connect real world application.

Action Step 1

Inquiry based activities will be integrated through multiple content areas, will target common vocabulary, require students to research topics, think critically, and utilize their speaking, listening, and viewing standards through Common Core.

Person or Persons Responsible

Teachers will act as a facilitator and students will be in charge of their learning.

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Comprehension Toolkit Student Work; Science Inquiry Projects; History in Medicine Inquiry Projects

Plan to Monitor Fidelity of Implementation of G28.B2.S1

Teacher Lesson Plans; Teacher Instruction; Student Learning; Student Work being produced; Student Assessment Data

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work

Plan to Monitor Effectiveness of G28.B2.S1

Student Work being produced; Student Assessment Data; Student Engagement

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

weekly

Evidence of Completion

Classroom Walkthroughs; Coaches Logs and Reflections; Learning Artifacts; Student Work; CGA Assessment Data

G28.B2.S2 Collaborative Learning Communities that develop active cognitive engagement lessons

Action Step 1

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Person or Persons Responsible

Classroom teachers collaborating as a grade level

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

Facilitator:

Coaches during IGLM's

Participants:

All teachers (K-5)

Plan to Monitor Fidelity of Implementation of G28.B2.S2

Collaboration between teachers on lesson planning and lessons being delivered.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Collaboration Form; Teacher Lessons; Student Learning; Student Engagement; Student Work; Assessment data

Plan to Monitor Effectiveness of G28.B2.S2

We will sit in on random Grade Level Collaboration times to see what is being discussed; Also we will cross reference what is turned in on Collaboration Forms with what we see in Lesson Plans to verify validity.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and Reading Interventionists

Target Dates or Schedule

Every two weeks

Evidence of Completion

Classroom Walkthroughs; Leadership Team Meeting Notes; Instructional Grade Level Meeting Agendas/Notes

G28.B3 Many students lack life experiences to comprehend effectively

G28.B3.S1 Include Video Streaming, Field Trips, Virtual Field Trips, and Guest Speakers to supplement their instruction.

Action Step 1

Teachers will embed supplemental resources into lessons to front load information or build background knowledge. This will get students engaged, start the Inquiry process prior to the gradual release, and start the process of having students make connections, ask questions, and make inferences.

Person or Persons Responsible

Teachers, students, and Coaches

Target Dates or Schedule

When starting a new concept, strategy, or skill

Evidence of Completion

Lesson plans, lessons being taught, and student work

Plan to Monitor Fidelity of Implementation of G28.B3.S1

Teachers utilizing additional resources to build background knowledge in different lessons

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Walkthroughs; CAST Evaluations (Domain 2 and 3); Lesson Plans; Lessons taught; Student Work; Assessment data

Plan to Monitor Effectiveness of G28.B3.S1

Student Engagement, Student Achievement Data and Student Work to see if supplemental technology resources builds background knowledge and improves student comprehension

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Reading Interventionist

Target Dates or Schedule

on-going

Evidence of Completion

Classroom Walkthroughs, CAST Evaluation (Domain 2 and 3), Student Assessment Data, and Student Work

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D

District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs such as STAR.

Title X- Homeless

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. We also refer families to Ribault Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

Nutrition Programs- Fresh Fruit and Vegetable Program- students receive fresh fruit and vegetables three times a week starting in September and ending in March. Students sample the product and teachers integrate it into the Science Curriculum. Very beneficial for our students since they may eat or receive healthy foods at home.

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. Increase our students scoring at a Level 3 in Math by 10%

G1.B2 Lack of Accountable Talk/ Critical Thinking

G1.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

PD Opportunity 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Facilitator

Math Lead Teacher, Math Interventionist

Participants

All Teachers (K-5)

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

G3. Increase students scoring at a 3 in Science by 20%

G3.B1 Based off Observation and Grade Level/Magnet discussions, Science instruction not taught with fidelity

G3.B1.S1 Provide Science PLC Trainings during Early Release

PD Opportunity 1

School will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Facilitator

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants

All teachers (K-5)

Target Dates or Schedule

During Early Release Training

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

G3.B2 Based off Observation and Grade Level/Magnet discussions, teachers are not comfortable with Science Concepts

G3.B2.S1 Provide Science PLC training during Early Release

PD Opportunity 1

School will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Facilitator

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants

All teachers (K-5)

Target Dates or Schedule

During Early Release Trainings

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

G4. Increase our students scoring at a Level 4 or higher in Math by 10%

G4.B2 Lack of Accountable Talk/ Critical Thinking

G4.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

PD Opportunity 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Facilitator

Math Lead Teacher, Math Interventionist

Participants

All Teachers (K-5)

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

G5. Increase our students making Learning Gains in Math by 10%

G5.B2 Lack of Accountable Talk/ Critical Thinking

G5.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

PD Opportunity 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Facilitator

Math Lead Teacher, Math Interventionist

Participants

All Teachers (K-5)

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

G6. Increase our students in the Bottom Quartile making Learning Gains in Math by 10%

G6.B2 Lack of Accountable Talk/ Critical Thinking

G6.B2.S1 Empowering students the opportunity to discuss and explain through higher order questioning and through inquiry projects that utilize real world learning.

PD Opportunity 1

Provide students opportunities during lessons to be actively cognitively engaged. Students will go through the Inquiry process where they must come up with a wondering, test and research it, and present their findings (defend their ideas) to the class. This will allow students to think critically and talk about their math findings/answers.

Facilitator

Math Lead Teacher, Math Interventionist

Participants

All Teachers (K-5)

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Student Work, Inquiry Projects, Interactive Journals

G7. Increase our students scoring at a Level 4 or higher in Science by 10%

G7.B1 Science instruction not taught with fidelity

G7.B1.S1 Provide Science PLC Trainings during Early Release

PD Opportunity 1

Based off of a School Needs Assessment, the school will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Facilitator

Math Lead Teacher, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants

All teachers (K-5)

Target Dates or Schedule

During Early Release Training

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

G7.B2 Teachers not comfortable with Science Concepts

G7.B2.S1 Provide Science PLC training during Early Release

PD Opportunity 1

School will provide more (in house) professional development to help teachers still struggling with the concepts/strategies of Science

Facilitator

Math Coach, Curriculum Integration Specialist, Science Lab Teacher, 5th grade Science Teacher

Participants

All teachers (K-5)

Target Dates or Schedule

During Early Release Trainings

Evidence of Completion

Agenda, Materials, Sign In Sheet, Implementation into Science Lessons

G7.B4 Lack of time for aligned investigation

G7.B4.S1 Teachers will complete at least 1 aligned Investigation in their classroom

PD Opportunity 1

Teachers will plan with the CIS/Science Lab Teacher and complete at least one aligned investigation in their classroom to launch a new concept or to extend the concept lesson

Facilitator

Science Lead Teacher, Science Lab Teacher, Curriculum Integration Specialist

Participants

All teacher (K-5)

Target Dates or Schedule

on-going throughout the year (Using CG Timeline)

Evidence of Completion

Student Learning Charts, Investigation Charts, Checklists, Rubrics, Student Presentations, Student Interactive Journals

G25. Increase our students scoring at a Level 3 in Reading by 10%

G25.B1 Many students are unaware of their current achievement level

G25.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

PD Opportunity 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Facilitator

Reaching Coach; Reading Interventionist

Participants

All teachers (K-5)

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

G25.B2 Level of rigor is not at a desired level school-wide**G25.B2.S2** Collaborative Learning Communities that develop active cognitive engagement lessons**PD Opportunity 1**

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Facilitator

Coaches during IGLM's

Participants

All teachers (K-5)

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

G26. Increase our students scoring at a Level 4 or higher in Reading by 10%**G26.B1** Many students are unaware of their current achievement level

G26.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

PD Opportunity 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Facilitator

Reaching Coach; Reading Interventionist

Participants

All teachers (K-5)

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

G26.B2 Level of rigor is not at a desired level school-wide**G26.B2.S2** Collaborative Learning Communities that develop active cognitive engagement lessons**PD Opportunity 1**

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Facilitator

Coaches during IGLM's

Participants

All teachers (K-5)

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

G27. Increase our students making Learning Gains in Reading by 10%**G27.B1** Many students are unaware of their current achievement level

G27.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

PD Opportunity 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Facilitator

Reaching Coach; Reading Interventionist

Participants

All teachers (K-5)

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

G27.B2 Level of rigor is not at a desired level school-wide

G27.B2.S2 Collaborative Learning Communities that develop active cognitive engagement lessons

PD Opportunity 1

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Facilitator

Coaches during IGLM's

Participants

All teachers (K-5)

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work

G28. Increase our students in the Bottom Quartile making Learning Gains in Reading by 10%

G28.B1 Many students are unaware of their current achievement level

G28.B1.S1 We will conduct student achievement/data chats using CGA data and IOWA data. Students will set goals for themselves after each achievement/data chat.

PD Opportunity 1

Students will meet with the teacher, the Reading Coach, and the Reading Interventionist to review data and monitor their progress. They will set goals for themselves for the next CGA or other assessment.

Facilitator

Reaching Coach; Reading Interventionist

Participants

All teachers (K-5)

Target Dates or Schedule

After each CGA (every two months)

Evidence of Completion

Student Data Chat form and the class Data Form

G28.B2 Level of rigor is not at a desired level school-wide

G28.B2.S2 Collaborative Learning Communities that develop active cognitive engagement lessons

PD Opportunity 1

Teachers will have 40 minutes each day to collaborate and plan lessons that allow students to be actively, cognitively, engaged. Lessons that go beyond the "sit and get" method, but allow students to work in groups to find an answer and defend their ideas.

Facilitator

Coaches during IGLM's

Participants

All teachers (K-5)

Target Dates or Schedule

daily

Evidence of Completion

Grade level Collaboration Form, Teacher Lesson Plans, and Student Work