2013-2014 SCHOOL IMPROVEMENT PLAN

Duncan U. Fletcher Middle School

2000 3RD ST N
Jacksonville Beach, FL 32250
904-247-5929
http://www.duvalschools.org/fletchermiddle

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	33%

Alternative/ESE Center	Charter School	Minority Rate
No	No	27%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	B	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Duncan U. Fletcher Middle School

Principal

Teresa Mowbray H

School Advisory Council chair

Jim Augerton, President

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

Name	Title
Brett Hartley	Assistant Principal of Curriculum
Juanita Church	Assistant Principal
Loela Marinelli	Testing Coordinator
Angela McRae	Dean of Discipline
Cathleen Gates	Reading Instructional Coach
Janice Strickland	ISSP Facilitator
Mark McGiveron	Mathematics Dept. Chair
Joanne Singleton	Science Department Chair
Erin Busch	Science Department Co-Chair
Marcia Wood	Social Studies Chair
Ingrid Bowler	Language Arts Chair
Tonya Davis	Language Arts Co-Chair
Jessica Moody	Mathematics Depart Co-Chair
Kalbie Yildiz	Writing Chair
Lisa Cordy	CHAMPs and Foundations Rep
Tammy Woehle	Electives Department Chair
Rod Zur	Physical Education Department Chair
Kim Massar	Shared Decision Making Rep
Robbie Knieberg	Good News Ambassador
Chris Merritt	Site Technology Coordinator
Rhonda Davis	School Counselor Rep
Melissa Couch	DAT Team District Rep

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

01/07/2014

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

Our SAC is made of the following diverse group of parents, students, and faculty members: Tracy Chin (Vice President) Nancy Barrett (Secretary) Rebecca Blaudow, Barry Brown, Linda Compton, Ryan Dill, Diana Harrell, Bobbie Hutchins-Hesla, Debra Lacovara, Naomi Lake, Carmel Laserna, Angela Leuschen, Katherine Makepeace, Brendi Mowles, Debbie Nichol, Teresa Padro, Amy Powell, Jackie Thorlakson, Rachelle Widaman (Assistant Secretary), Juli Williams (Parents); Juanita Church, Brett Hartley, and Mary Phillips (Faculty Members).

Involvement of the SAC in the development of the SIP

The first SAC meeting of the year was held during the first week of school, just after FCAT scores had been released. The Principal, Ms. Mowbray, used the opportunity to present school performance data that included both strengths and weaknesses. SAC members were very pleased with the improved school grade. However, they asked lots of questions about the SIP plan for this year. Their main concerns were what steps are we taking to maintain the "A," and specifically, what steps will be taken to improve the writing score, which declined significantly from the previous year. The group also brainstormed ways to increase the bottom quartile student performance.

Activities of the SAC for the upcoming school year

We held our second SAC meeting recently where board members brainstormed ways to help support the school in our effort to significantly increase writing proficiency throughout the school, not just in eighth grade. One suggested activity would involve working in conjunction with the PTSA to help sponsor and chaperone an "in-school" dance for all students whose grades remain above "C" level at the end of each nine weeks.

SAC members will also be used to assist in keeping the Media Center operational since, due to budget constraints, the Media Specialists position was not funded. Access to an operational Media Center is essential for students to have the necessary resources for writing and conducting research.

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

School improvement funds, if made available, will be used to purchase instructional material to enhance vocabulary development.

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

N/A

Highly Qualified Staff

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

Administrators

# of administrators

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Teresa Mowbray H		
Principal	Years as Administrator: 16	Years at Current School: 2

Credentials	Highest Level of Education/ Degree: Master's Degree in Educational Leadership; Master's Degree in Music Education Ms. Mowbray's certifications include: Educational Leadership (All Levels) English (Grades 6 -12) English (Grades 5 -9) Music (Grades K - 12) School Principal (All Levels)
Performance Record	Principal of Fletcher Middle 2012-2013: Grade: A, reading mastery: 69%; math mastery: 71%; writing mastery 49%; science mastery: 71%; All Subgroups met their AMO targets in Math, Reading and Science except Asian, ELL, and SWD did not meet their AMO targets. Under Principal Mowbray's leadership, Fletcher Middle School returned to "A" grade status with a 48 point increase, which is the highest gain of all middle schools in the district, other than magnet schools.

Brett Hartley		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
Credentials	MS Educational Leadership Completion of Duval County Aspiring Leaders Academy BS Communications	
Performance Record	Certificate: 7/1/11 – 6/30/16 Educational Leadership Middle Grades Math 5-9 Middle Grades Integrated 5-9 ESOL K-12 2012 – 2013: Grade A Reading Mastery: 69% Math Mastery: 71% Science Mastery: 71% Writing Mastery: 49% All Subgroups met their AMO targets in Math, Reading and Science except Asian, ELL, and SWD did not meet their AMO targets. For the 2012-2013 school year, Mr. Hartley oversaw the Math Department. With his leadership, Fletcher Middle School's Math points calculated for the school grade increased by 65% from the prior year. The students exhibited great gains in Mathematics from 2012 to 2013.	

Juanita Church		
Asst Principal	Years as Administrator: 10	Years at Current School: 1
Credentials	Master's Degree in Educational Leadership Bachelor of Science Mental Retardation Principal Certification all Levels	
Performance Record	2012-2013 Grade: A, reading mastery: 69%; math mastery: 71%; writing mastery 49%; science mastery: 71%. All Subgroups met their AMO targets in Math, Reading and Science except Asian, ELL, and SWD did not meet their AMO targets.	

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Cathleen Gates		
Full-time / School-based	Years as Coach: 1	Years at Current School: 14

Areas	Reading/Literacy
Credentials	Certifications: English grades 6-12, M.S. English 5-9, Reading Endorsement, and ESOL Endorsement Degrees: Master's Degree in Literacy/Curriculum and Instruction B. A, Communication and Secondary English Teaching Cert. Program/Teaching Internship
Performance Record	ELA Dept. Chair and ELA 8th Grade Language Arts Teacher 2012-2013 "A" Grade 2012-2013 FMS 69% Reading Proficiency (School Wide) 49% Writing Proficiency (Overall 8th Grade)

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
56, 95%

 # Highly Qualified Teachers
90%

 # certified in-field
59, 100%

 # ESOL endorsed
13, 22%

 # reading endorsed
5, 8%

 # with advanced degrees
13, 22%

 # National Board Certified
4, 7%

 # first-year teachers
5, 8%

 # with 1-5 years of experience
4, 7%

 # with 6-14 years of experience
17, 29%

 # with 15 or more years of experience
33, 56%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # 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

We use the human resource department for clearance of qualified applicants. We also network through professional organizations. Administration and fellow teachers interview potential employees and collaborate to make the best additions to the faculty.

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

All fourteen of our new teachers to Fletcher Middle School were joined with a mentor or buddy before school reconvened and were introduced to one another on the first day of pre-planning. Mentors were chosen by the PDF with consideration of common subject areas, proximity and years of experience. CET trained mentors were chosen for each of our brand new teachers. Consideration was given to the pairings and were done by subject area, years of experience and proximity, as well.
Brand new teachers are participating in the MINT teacher induction program. MINT meetings are held by the PDF every Friday morning to go over expectations, answer questions and model best teaching practices. Mentors work with their mentees on a weekly basis, as well, sharing classroom management ideas, working on the classroom environment and providing assistance with curriculum and lesson planning. Mentors and the PDF will be meeting to assist new teachers develop their Individual Professional Development Plan. The PDF will be checking throughout the year that all goals and deadlines are met and ensure that our new teachers are receiving the support they needs as they begin their teaching careers.

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

- The Foundation Team helps to ensure that all instructional settings have established Tier I processes.
- The Leadership Team and the RtI committee oversee the embedding of Tier II and Tier III strategies in the math and literacy portions of the SIP
- Schoolwide procedures to identify and track struggling students are developed by the Leadership Team. Departmental and team meetings provide access to resources, continuity of interventions, and teacher support.
- School counselors serve as resources for next steps, Tier III support, and community resource referral.

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

Administration oversees the implementation of CHAMPS, departmental meetings/data chats, and development of lesson plans inclusive of interventions based upon class data. Departmental representatives serve as liaisons for subject area supports. The literacy coach mentors and models appropriate Tier II and Tier III interventions. School counselors disaggregate data and identify students who may require support services outside the classroom . All team members are responsible for ensuring that there is commonality in the methodology used among teams and within departments to identify students who need interventions and track effectiveness of those interventions. The RtI Team provides and "Intervention of the Week", beginning quarter .

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

MTSS/RtI team adheres to all adopted district protocols regarding time lines for MTSS meetings. Instructional teams are invited to submit agenda items and to present data regarding each student on the agenda. The MTSS/RtI team works with grade-level instructional teams to develop intervention strategies and review the data collected during the implementation phase of those strategies.

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:
FCAT, CGAs, District Timed Writing, and IOWA results are used to identify areas of weakness.
Implementation:
Weekly departmental professional development meetings provide opportunity to share common assignments and review/learn best practices for implementation of strategies.
Monitoring:
Teacher-created common assessments, CGAs, IOWA, pre- and post-CAST, and District Timed Writing assessments provide data.

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

The Administration and RtI/MTSS team will participate in in-house professional development for the faculty, will collaborate with departmental and grade-level teams as needed, will participate in parent conferences as needed, and will communicate weekly via email with an "Intervention of the Week."

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: 3,360

Evening school for students who require End of Course (EOC) retake preparation or credit recovery: 2 hours per session for 28 total sessions. Target academic areas with the greatest failure rate or need. Transportation will be provided through the after school activity busses for eligible students.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

1. attendance policy (2 unexcused absences = dismissed from program)
2. end of course portfolio required
3. maintain a "D" or highet to earn credit
3. student work (assignments)
4. assessments/observations/data chats
5. monitoring student progress with progress reports

Who is responsible for monitoring implementation of this strategy?

Teachers
Asst. Principal
Principal

Strategy: Weekend Program

Minutes added to school year: 2,340

Saturday School for students: 3 hours per day for 13 class sessions. Program will focus on FCAT preparation(grades 6-8) for Reading, Mathematics, and Science. FCAT prep materials will be used for instruction and will align with NGSSS.

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?

1. attendance will be monitored and sent to teachers
2. student work/observations
3. assessments
4. data chats with parent and student

Who is responsible for monitoring implementation of this strategy?

Teachers
Asst. Principal
Principal

Literacy Leadership Team (LLT)

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

Name	Title
Teresa Mowbray	Principal
Brett Hartley	Assistant Principal
Juanita Church	Assistant Principal
Cathleen Gates	Reading Coach
Ingrid Bowler/Tonya Davis	Language Arts Dept. Chairs
Kalbie Yildiz	Reading Council Rep./ELA Teacher
Mary Phillips & Margaret Walters	Social Studies Dept. Chair
Joanne Singleton	Science Dept. Chair
Erin Busch	Science Dept. Chair
Mark McGiveron	Math Dept. Chair
Tammy Woehle	Electives Dept. Chair
Rod Zur	PE/Health Dept. Chair
Lo Marinelli	Testing Coordinator

How the school-based LLT functions

The school-based Literacy Team meets quarterly to monitor the implementation of literacy strategies throughout the school for effectiveness and fidelity. The team created a trifold pamphlet outlining specific literacy and writing strategies that will be used by all contents, especially whenever written work is required.

Major initiatives of the LLT

Schoolwide SENATOR Literacy Strategies/FMS Literacy Plan
Using technology to improve reading(BYOD, research, computer applications)
Novel Studies/book donations
Data Chats using data forms per dept.
Student Service Center for resources and research

Every Teacher Contributes to Reading Instruction

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

Schoolwide literacy strategies - Each dept. has chosen 3 literacy strategies that will be used for instruction of reading. Each teacher will use the designated literacy strategies from his or her dept. to improve reading skills. These literacy strategies are embedded in the School Improvement Plan. The teachers will receive ongoing support and training from the reading coach and dept. chairs to align the literacy strategies with the reading needs of their students. In addition, the teachers will collaborate with other teachers in their dept. to learn about new strategies and resources that will be helpful in reading instruction.
Common planning and professional development will be facilitated by the reading coach to address the instructional needs of teachers and students. Data chats related to reading assessments will be conducted during common planning and PLC with academic departments and academic teams to monitor the progress of students.

College and Career Readiness

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

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

Lesson plans are aligned to each grade level and subject area by the creation and use of various curriculum guides. Teachers work collaboratively in PLC's to develop instructional strategies to deliver instruction within these guides. Student data is disaggregated and analyzed and student schedules are developed based on the needs of each child. All applied course instructors support and assist the core subject teachers through the use of developed instructional strategies such as measurement, note-taking, graphic organizers, and writing activities.

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

Students are offered various elective selections which expose them to the arts, technology, and world of work. One example would be our CTE course which is aligned with the high school career education program. Additionally, eighth graders participate in a career planning course to explore options and aptitudes in preparation for the course selection and ninth grade scheduling process. We are also in the planning stages of introducing a career exploration and life skills class to our sixth graders.

Strategies for improving student readiness for the public postsecondary level

N/A

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	73%	69%	No	75%
American Indian				
Asian	80%	64%	No	82%
Black/African American	50%	43%	No	55%
Hispanic	55%	55%	Yes	60%
White	78%	74%	No	80%
English language learners	38%	34%	No	44%
Students with disabilities	44%	39%	No	50%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	789	69%	75%
Students scoring at or above Achievement Level 4	446	39%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	789	69%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	731	64%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	40%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	43%	47%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		

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	181	49%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		2%

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	69%	71%	Yes	72%
American Indian				
Asian	80%	79%	No	82%
Black/African American	44%	48%	Yes	50%
Hispanic	57%	57%	Yes	61%
White	73%	75%	Yes	75%
English language learners	38%	24%	No	44%
Students with disabilities	42%	35%	No	48%
Economically disadvantaged	57%	61%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	811	71%	76%
Students scoring at or above Achievement Level 4	434	38%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	869	76%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	743	65%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	292	98%	99%
Middle school performance on high school EOC and industry certifications	280	94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	47%	48%
Students scoring at or above Achievement Level 4	107	44%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	50	96%	97%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	71%	78%
Students scoring at or above Achievement Level 4	154	42%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		2%

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)	10		12
Participation in STEM-related experiences provided for students	180	16%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	225	20%	21%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	169	75%	76%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	257	22%	21%
Students who fail a mathematics course	35	3%	2%
Students who fail an English Language Arts course	22	2%	1%
Students who fail two or more courses in any subject	28	3%	2%
Students who receive two or more behavior referrals	210	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	44	4%	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

Parents are highly involved at Fletcher Middle School. They meet year round to plan fund raisers where the proceeds are used to help support the academic program by offering incentives to students to encourage them to excel academically. They reward students for maintaining all "A"s honor roll a well as A/B honor roll. Students who do not receive discipline referrals during the year are also rewarded, The organization does several "teacher appreciation" programs throughout the year. Our parents act as chaperones on field trips, tutors, and mentors when needed.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents who actively participate in PTSA, and volunteer at school.	50	4%%	6%

Area 10: Additional Targets

Additional targets for the school

Fletcher Middle School is located very close to a public beach, and student safety is a genuine concern because of the high percentage of vagrants in the area. Therefore, the outside perimeter of the school is fenced and locked during the day. This safety measure also complies with district standards.
Additional safety measures include closely monitoring students throughout the day. Administrators, teachers and staff members monitor student movement between class transitions, as well as before and after school in common holding areas. Moreover, since this is the first year all discipline will be handled by our Dean of students, all grade level teams were required to develop a plan for handling low level offenses (Class 1) within the team. This allows the Dean to focus on more serious offenses. As a result, we have noticed a significant decrease in the number of discipline referrals written to date.
Subsequently, we are setting the following goal concerning discipline:
Decrease the number of serious discipline referrals by 10% during the 2013-2014 school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease serious discipline offenses (class II and above) by 10%	316	27%	17%

Goals Summary

G1.   Improve writing skills by increasing instructional focus on informative writing using technology.

G2.   Improve proficiency of the EOC tests for World History, Civics and American History by increasing instructional focus on test-taking strategies.

G3.   Improve reading skills by increased instructional focus on informational text and the research process.

G4.   Increase student writing proficiency using strategies from the school wide literacy plan and common core standards, specifically summarizing/paraphrasing, using evidence to support scientific writing, use of paragraph frames, and on demand writing.

G5.   Increase student engagement by providing opportunities for meaningful student peer interaction.

G6.   Increase the percentage of students, in the bottom quartile, making learning gains in Mathematics.

G7.   Increase the number of focus students scoring at a Level 3 or above.

G8.   Decrease the number of level 4 and 5 students dropping a level on the FCAT.

G9.   Improve reading skills by increasing instructional focus on reading application.

G10.   Improve reading skills by increasing instructional focus on literary analysis.

G11.   Improve writing proficiency by increasing instructional focus on supporting details, evidence, and elaboration.

G12.   Increase student proficiency of Nature of Science benchmarks.

G13.   Improve writing proficiency by increasing instructional focus on Summarizing and Paraphrasing Techniques within Electives' classes.

G14.   Improve writing proficiency by increasing instructional focus on Evidence and Elaboration Techniques within Electives' classes.

G15.   Improve writing proficiency by increasing instructional focus on Note taking within the Electives' classes.

Goals Detail

G1. Improve writing skills by increasing instructional focus on informative writing using technology.

Targets Supported

- Writing

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - Middle School

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- 1. Data from Inform on District Timed Writing Tests(Expository) 2. Training from Literacy Coach throughout the year to develop innovative ways to increase student success in writing and the writing process. 3. Writing Portfolios/journals/notebooks (per team) 4. History textbook 5. Collaboration with ELA/Creative Writing team teacher 6. Graphic organizers for planning/ www.edselect.com 7. Laptops 8. Share drive (Writing Folder with resources for the writing process) 9. Weekly common planning meetings with department.

Targeted Barriers to Achieving the Goal

- 1. Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed. 2. Lack of sufficient time due to curriculum constraints. Social Studies classes are tested and evaluated using a content-based assessment. The amount of material to be covered in each course is daunting. It is difficult to justify taking 2-3 class periods to complete an additional writing assignment that will not be tested on the EOC. 3. Little time designated for team collaboration 4. Lack of writing evidence and artifacts for evaluation 5. Lack of time for conferencing

Plan to Monitor Progress Toward the Goal

Assess classroom and submit requests for repair of existing equipment or the addition of new equipment.

Person or Persons Responsible
All social studies teacher at FMS

Target Dates or Schedule:
September

Evidence of Completion:
List compiled by department head

G2. Improve proficiency of the EOC tests for World History, Civics and American History by increasing instructional focus on test-taking strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- 1.Practice tests 2. Literacy coach/ Professional development on test-taking strategies. 3. Websites for test-taking strategies 4. Teacher websites for posting information on EOCs

Targeted Barriers to Achieving the Goal

- 1. Low reading levels for some students 2. Lack of a clear understanding of significance of the EOC test by parents and students 3. Lack of knowledge of test-taking strategies

Plan to Monitor Progress Toward the Goal

Training provided on test taking strategies Design a lesson incorporating test taking strategies for students

Person or Persons Responsible

Literacy Coach 6th, 7th and 8th Grade Teachers

Target Dates or Schedule:

During 1st Semester and 1 month before the EOC

Evidence of Completion:

Agenda of PD meeting Copy of lesson submitted to Social Studies file

G3. Improve reading skills by increased instructional focus on informational text and the research process.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- 1. Social Studies textbook 2. SENATOR Schoolwide Literacy Strategies/Each dept. chose 3 focus strategies 3. DCPS Online Curriculum Guide - Resource Links/Social Studies and Language Arts 4. Collaborative planning of differentiates lessons based upon student data 5. Data from assessment(school, district, and state) 6. Literacy Coach(Professional Development) Effective reading strategies for informational text/research process 7. Graphic Organizers for

outlines and text features 8. Materials to use for research: encyclopedias, atlases, magazines, and nonfiction books. 9. Laptops for research 10. Data Chats

Targeted Barriers to Achieving the Goal

- 1. Inadequate instructional time on informative text and research process. 2. Lack of access to on-line text books for lessons 3. Not using designated department literacy strategies 4. Lack of collaboration on lesson plans during common planning 5. Lack of materials needed for research and reading informational texts

Plan to Monitor Progress Toward the Goal

Set up training within the PD meeting framework

Person or Persons Responsible

Literacy coach and Social Studies teachers

Target Dates or Schedule:

October

Evidence of Completion:

Social Studies Agenda notes

G4. Increase student writing proficiency using strategies from the school wide literacy plan and common core standards, specifically summarizing/paraphrasing, using evidence to support scientific writing, use of paragraph frames, and on demand writing.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- 1. Supporting their claims in an argument during labs. 2. Collecting, analyzing and forming conclusions from data from lab activities and projects. 3. Using relevant research for science projects. 4. Providing evidence from the text to support scientific claims.

Targeted Barriers to Achieving the Goal
- Students have little experience with scientific writing, i.e. supporting writing with evidence and data.

Plan to Monitor Progress Toward the Goal

Model how to use data and evidence to enhance scientific writing

Person or Persons Responsible
Science teachers

Target Dates or Schedule:
After aligned investigations, in interactive journals and when completing science projects (advanced students).

Evidence of Completion:
Student writing in interactive journals and science projects.

G5. Increase student engagement by providing opportunities for meaningful student peer interaction.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- 1. Block schedule provides time for meaningful student discourse. 2 Teachers with experience in meaningful student discourse. 3. PD on specific collaborative strategies

Targeted Barriers to Achieving the Goal
- Students have little experience with accountable talk.

Plan to Monitor Progress Toward the Goal

include experiences in the classroom that give students an opportunity to practice meaningful peer interaction

Person or Persons Responsible
Science Teachers

Target Dates or Schedule:
During aligned investigations and classroom discussions.

Evidence of Completion:
Lesson Plans that reflect students carrying out meaningful conversation.

G6. Increase the percentage of students, in the bottom quartile, making learning gains in Mathematics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science - Middle School

- STEM

- STEM - All Levels

- STEM - High School

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- - Teacher assessments - Reflex Math for automatically - iRespond exit slips for daily check-ups - Florida Achieves web site - iReady diagnostics and resources

Targeted Barriers to Achieving the Goal

- Lack of student engagement

Plan to Monitor Progress Toward the Goal

Student data from teacher created exit slips.

Person or Persons Responsible
Math Dept.

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Teacher reflection in lesson plans.

G7. Increase the number of focus students scoring at a Level 3 or above.

Targets Supported

- All Areas

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

- Writing

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- iRespond exit slips for daily check-ups

- iReady diagnostics and resources

- CGA Baseline data

- Reflex Math for automaticity

Targeted Barriers to Achieving the Goal

- Not all level 2 students are enrolled in math enrichment.

Plan to Monitor Progress Toward the Goal

Weekly focus lessons

Person or Persons Responsible
Math Department

Target Dates or Schedule:
ongoing

Evidence of Completion:
Feedback from administration and student growth from exit slips.

G8. Decrease the number of level 4 and 5 students dropping a level on the FCAT.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Technology
- i-Ready diagnostic reports and resources
- Florida Achieves
- Teachers

Targeted Barriers to Achieving the Goal
- Our level 4 and 5 students are taking courses at least 1 year ahead of their grade level. These courses focus on different standards than what the grade level FCAT focuses on.

Plan to Monitor Progress Toward the Goal

Weekly focus lessons

Person or Persons Responsible
Math Department

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Administrative feedback and student growth on exit slips.

G9. Improve reading skills by increasing instructional focus on reading application.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- 1. Fiction and nonfiction novel sets 2. Literature textbook (McDougal Littel) 3. Worldy Wise Vocabulary Workbooks 4. SENATOR Schoolwide Literacy Strategies/Each dept. chose 3 focus strategies 5. Online textbook/related websites on reading strategies(Classzone) 6. DCPS Online Curriculum Guide/Resource page for each quarter 7. Shared lesson plans among grade level teachers/Common Planning 8. Data from assessments(state, district, teacher) 9. Training from Literacy Coach and District/Professional Development 10. Professional development literature(journals, magazines, books)

Targeted Barriers to Achieving the Goal

- Inadequate instructional focus on reading application
- Training on Lesson study/ share lesson plans.

Plan to Monitor Progress Toward the Goal

Assess student needs of reading application based on data, documentation, observations, and conferencing. Help teachers write lessons for differentiation. Model lessons. Provide professional development. Support facilitation provides small group learning. Strategy 2 Use CGA data to identify weakest standards in the category of reading application. CGA Baseline and quarterly assessments Class/ student reports Data Chats with students, reading coach, dept. chairs principal Class/ dept. reports Data Chats with Teacher/Principal/district specialist/dept. chairs Schoolwide reports Data chats with teacher, coach, and principals Strategy 3 Increase instructional time on main idea through inferring, paraphrasing, and summarizing. Fiction and nonfiction texts Short stories, informational texts, poems, plays, and novels

Person or Persons Responsible

ELA/Reading Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data notebook Documentation Conference Log Lesson plans

G10. Improve reading skills by increasing instructional focus on literary analysis.

Targets Supported

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

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - Middle School

- STEM - All Levels

- CTE

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- 1. Fiction and nonfiction novels 2. Common Planning by Dept. 3.Literature Book 4. Websites/ internet use/technology 5. DCPS/Curriculum guide 6. Wordly Wise Vocabulary Books 7. Data from assessments(state, district, school, and teacher) 8. SENATOR Schoolwide Literacy Strategies/Each dept. chose 3 focus strategies 9.Training and Modeling from Literacy Coach and District Professional Development

Targeted Barriers to Achieving the Goal

- Not enough instructional focus on literary analysis.

Plan to Monitor Progress Toward the Goal

Plot development Theme Descriptive language Figurative language Context clues Analyze words and phrases

Person or Persons Responsible

ELA/Reading Teachers Dept. Chairs Reading Coach District Coach Asst. Principal/Principal

Target Dates or Schedule:

On going

Evidence of Completion:

Data Chat forms Assessments Lesson Plans Observation forms Student work

G11. Improve writing proficiency by increasing instructional focus on supporting details, evidence, and elaboration.

Targets Supported
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM - All Levels
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- 1.FRIESS – modified instructional plan; FRIESS popsicle sticks 2. Inadequate instructional focus on essay development & support 3. CRAFT 4. Reliance on formulated structure to Level 1 and 2 students 5. Claim & Support Chart/Graphic organizers; Lack of vocabulary skills 6. Sensory Details – Tactile Learning; Non-readers—lack of student background knowledge 7. Specific vs. General Language; Technology tools are limited for word processing 8. Anchor Papers (district and state); Insufficient exemplar- papers provided to students 9. Literacy Coach/Professional Development; Need for more training in how to lead revision workshops 10. Grammar and Writing textbooks (Holt); Grammar gaps in curriculum 11. Common Planning/PLC; Lack of vertical alignment at the school level 12. Creative Writing Classes (electives) Prioritized Barriers to Goal 1 1. Lack of student background knowledge 2. Need for more training in how to lead revision workshops 3. Insufficient exemplar- papers provided to students

Targeted Barriers to Achieving the Goal
- FRIESS Explicit modeling of exemplary paragraph development CRAFT- Explicit modeling of exemplary persuasive techniques Tactile learning for the elaboration process Increased use of anchor sets

Plan to Monitor Progress Toward the Goal

Use popsicle sticks labeled with F.R.I.E.S.S. so student can measure their paragraph elaboration Strategy 2 CRAFT – Explicit modeling of exemplary persuasive techniques Counterargument; repetition; allusion; figurative language; thought-provoking questions Strategy 3 Tactile learning for the elaboration process. Teaching sensory words & elaboration through touching each facial feature associated with imagery; use of sensory word chart in all grades to help with elaboration process

Person or Persons Responsible

8th Grade ELA Teachers Strategy 2 CRAFT – Explicit modeling of exemplary persuasive techniques 8th Grade ELA and Creative Writing Teachers Strategy 3 Tactile learning for the elaboration process. 6th – 8th ELA Teachers

Target Dates or Schedule:

September/October Strategy 2 CRAFT – Explicit modeling of exemplary persuasive techniques 2nd nine weeks Strategy 3 Tactile learning for the elaboration process. ongoing

Evidence of Completion:

Text based responses and on-demand writing using FRIESS-highlighted components Strategy 2 CRAFT – Explicit modeling of exemplary persuasive techniques Color coded components of CRAFT in persuasive arguments; persuasive texts analyzed by students for effective techniques Strategy 3 Tactile learning for the elaboration process. Essays should show use of imagery in body paragraphs

G12. Increase student proficiency of Nature of Science benchmarks.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- FCAT Item Specifications.
- FCAT practice questions.

Targeted Barriers to Achieving the Goal

- Students have limited exposure to scientific thinking.

Plan to Monitor Progress Toward the Goal

Increase student proficiency of Nature of Science benchmarks.

Person or Persons Responsible
Science Teachers

Target Dates or Schedule:
Science FCAT

Evidence of Completion:
Improved Nature of Science benchmark proficiency.

G13. Improve writing proficiency by increasing instructional focus on Summarizing and Paraphrasing Techniques within Electives' classes.

Targets Supported

- Writing

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- FRIESS Students' Sample writing from Core Academic classes/ELA/Reading Claim & Support Chart as used in Core Academic classes/ELA/Reading Sensory Details – Tactile Learning as used in ELA/Reading Specific vs. General Language as used in ELA/Reading Writing Strategies/Tools/Lessons specific to Paraphrasing and Summarizing in Writing

Targeted Barriers to Achieving the Goal

- Students not extending or lack of background knowledge

- Lack of Practice with Summarizing and Paraphrasing Skills

Plan to Monitor Progress Toward the Goal

Electives' Teachers and/or Electives' students may/will use Data Tracking Sheet of some sort; students may/will track their own data; students may/will use check lists; may/will use "Progress Monitoring" Sheets of some sort. Teachers may also/will use LSA Language Arts Baseline Tests, LSA Language Arts Post Tests, LSA Reading Tests, and Core Class CGA ELA Tests to monitor progress toward each goal

Person or Persons Responsible

Electives' Teachers and/or Electives' students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

At the end of a lesson; at the end of a unit; after an assessment; and/or at the end of the school year; Sample work will be collected quarterly; Sample work will be displayed throughout the classroom

G14. Improve writing proficiency by increasing instructional focus on Evidence and Elaboration Techniques within Electives' classes.

Targets Supported

- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- FRIESS Students' Sample writing from Core Academic classes/ELA/Reading Claim & Support Chart as used in Core Academic classes/ELA/Reading Sensory Details – Tactile Learning as used in ELA/Reading Specific vs. General Language as used in ELA/Reading Writing Strategies and Lessons specific to Elaboration in Writing

Targeted Barriers to Achieving the Goal

- Inadequate instructional focus on essay development & support

Plan to Monitor Progress Toward the Goal

Electives' Teachers and/or Electives' students may/will use Data Tracking Sheet of some sort, have students track their own data, may/will use "Progress Monitoring" Sheets of some sort. Teachers may also/ will use LSA Language Arts Baseline Tests, LSA Language Arts Post Tests, LSA Reading Tests, and Core Class CGA ELA Tests to monitor progress toward each goal.

Person or Persons Responsible
: Electives' Teachers and/or Electives' students

Target Dates or Schedule:
Ongoing

Evidence of Completion:
At the end of a lesson; at the end of a unit; after an assessment; or at the end of the school year; Sample work will be collected quarterly.

G15. Improve writing proficiency by increasing instructional focus on Note taking within the Electives' classes.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- FRIESS Students' Sample writing from Core Academic classes/ELA/Reading Claim & Support Chart as used in Core Academic classes/ELA/Reading Sensory Details – Tactile Learning as used in ELA/Reading Specific vs. General Language as used in ELA/Reading Writing Strategies and Lessons specific to Note taking in Writing

Targeted Barriers to Achieving the Goal

- Inadequate instructional focus on proper Note taking skills

- Lack Collaboration between ELA/Reading and Electives

Plan to Monitor Progress Toward the Goal

Electives' Teachers and/or Electives' students may/will use Data Tracking Sheet of some sort; students may/will track their own data; students may/will use check lists; may/will use "Progress Monitoring" Sheets of some sort. Teachers may also/will use LSA Language Arts Baseline Tests, LSA Language Arts Post Tests, LSA Reading Tests, and Core Class CGA ELA Tests to monitor progress toward each goal.

Person or Persons Responsible

Electives' Teachers and/or Electives' students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

At the end of a lesson; at the end of a unit; after an assessment; and/or at the end of the school year; Sample work will be collected quarterly; Sample work will be displayed throughout the classroom.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve writing skills by increasing instructional focus on informative writing using technology.

G1.B1 1. Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed. 2. Lack of sufficient time due to curriculum constraints. Social Studies classes are tested and evaluated using a content-based assessment. The amount of material to be covered in each course is daunting. It is difficult to justify taking 2-3 class periods to complete an additional writing assignment that will not be tested on the EOC. 3. Little time designated for team collaboration 4. Lack of writing evidence and artifacts for evaluation 5. Lack of time for conferencing

G1.B1.S1 Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed.

Action Step 1

A list is compiled and submitted to administration of technological needs.

Person or Persons Responsible

Each Social Studies teacher assesses what technology is needed in the classroom in order to better facilitate the writing skills of students. The use of computers allows students to self-correct and to easily change writing as the thought processes develop.

Target Dates or Schedule

September

Evidence of Completion

List submitted to principal

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

Compiled list will be submitted to principal

Person or Persons Responsible

Teachers will submit requests to Department Head.

Target Dates or Schedule

September

Evidence of Completion

Social Studies Teachers will submit copies of lesson plans and student work to Department Head for inclusion in the Social Studies file. Literacy Coach will monitor progress.

Plan to Monitor Effectiveness of G1.B1.S1

Compiled list will be submitted to principal.

Person or Persons Responsible

Teachers will submit requests to Department Head.

Target Dates or Schedule

September

Evidence of Completion

Department Head will submit copies of lesson plans and samples of student work to the Social Studies file. Literacy Coach will monitor progress.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Improve proficiency of the EOC tests for World History, Civics and American History by increasing instructional focus on test-taking strategies.

G2.B1 1. Low reading levels for some students 2. Lack of a clear understanding of significance of the EOC test by parents and students 3. Lack of knowledge of test-taking strategies

G2.B1.S2 Introduction of test taking strategies

Action Step 1

Training provided on test taking strategies

Person or Persons Responsible

Literacy Coach and 6th 7th and 8th Grade Teachers

Target Dates or Schedule

During 1st Semester

Evidence of Completion

Agenda of PD meeting

Facilitator:

Literacy Coach

Participants:

All Teachers

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

Plan a training during one of the PD meetings

Person or Persons Responsible

Literacy coach and 7th and 8th grade Social Studies teachers

Target Dates or Schedule

during 1st semester.

Evidence of Completion

Meeting Agenda, and evidence of attendance will be in meeting minutes.

Plan to Monitor Effectiveness of G2.B1.S2

Teachers will discuss their plans for monitoring mastery of EOC standards by their students.

Person or Persons Responsible

6th, 7th and 8th grade teachers

Target Dates or Schedule

During 1st semester.

Evidence of Completion

Teachers will submit a copy or description of their method. Teacher evidence will be submitted to the Social Studies file.

G3. Improve reading skills by increased instructional focus on informational text and the research process.

G3.B1 1. Inadequate instructional time on informative text and research process. 2. Lack of access to on-line text books for lessons 3. Not using designated department literacy strategies 4. Lack of collaboration on lesson plans during common planning 5. Lack of materials needed for research and reading informational texts

G3.B1.S1 Training with literacy coach for specific techniques to develop skills needed for FCAT testing strand of informational text/reseach.

Action Step 1

Set up training to discuss strategies that can help students better utilize the text to analyze specific information.

Person or Persons Responsible

Literacy coach and Social Studies teachers

Target Dates or Schedule

within the PD meeting time frame in October

Evidence of Completion

Social Studies Agenda notes

Facilitator:

Literacy coach

Participants:

Social Studies teachers

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

will meet in October and this meeting will be reflected in the Social Studies agenda notes submitted to the file in the conference room.

Person or Persons Responsible

Social Studies teachers and Literacy Coach

Target Dates or Schedule

October

Evidence of Completion

reflected in the Social Studies agenda notes submitted to the file in the conference room.

Plan to Monitor Effectiveness of G3.B1.S1

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

Person or Persons Responsible

Social Studies teachers

Target Dates or Schedule

November

Evidence of Completion

Social Studies Agenda notes

G3.B1.S2 Locate and analyze text features/use graphic organizers; Explain how text features improve the reader's understanding.

Action Step 1

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

Person or Persons Responsible

Social Studies teachers

Target Dates or Schedule

November

Evidence of Completion

Social Studies Agenda notes

Facilitator:

Literacy Coach

Participants:

Social Studies Teacher

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

will meet in grade-levels to design plans to incorporate strategies into content-based lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

November.

Evidence of Completion

Social Studies agenda notes will reflect these ideas and plans.

Plan to Monitor Effectiveness of G3.B1.S2

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

Person or Persons Responsible

Social Studies teachers

Target Dates or Schedule

November

Evidence of Completion

Social Studies Agenda notes

G4. Increase student writing proficiency using strategies from the school wide literacy plan and common core standards, specifically summarizing/paraphrasing, using evidence to support scientific writing, use of paragraph frames, and on demand writing.

G4.B1 Students have little experience with scientific writing, i.e. supporting writing with evidence and data.

G4.B1.S1 Model how to use data and evidence to enhance scientific writing.

Action Step 1

Provide training on scientific writing.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

During science department meeting.

Evidence of Completion

Observation by administration.

Facilitator:

Literacy Coach and District Science Specialist

Participants:

Science teachers

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

Model how to use data and evidence to enhance scientific writing

Person or Persons Responsible

Science teachers

Target Dates or Schedule

After aligned investigations, in interactive journals and when completing science projects (advanced students).

Evidence of Completion

Student writing in interactive journals and science projects.

Plan to Monitor Effectiveness of G4.B1.S1

Will include experiences in the classroom that give students an opportunity to practice these skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

Upon completion of aligned investigations.

Evidence of Completion

Student work

G5. Increase student engagement by providing opportunities for meaningful student peer interaction.

G5.B1 Students have little experience with accountable talk.

G5.B1.S1 Teachers will model appropriate accountable talk.

Action Step 1

Training on accountable talk.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Science department meeting.

Evidence of Completion

Observations by administration.

Facilitator:

Guidance Counselors, Literacy Coach

Participants:

Teachers

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

Include experiences in the classroom that give students an opportunity to practice meaningful peer interaction

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

During aligned investigations and classroom discussions.

Evidence of Completion

Lesson Plans that reflect students carrying out meaningful conversation.

Plan to Monitor Effectiveness of G5.B1.S1

Include experiences in the classroom that give students an opportunity to practice meaningful peer interaction

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

During aligned investigations and classroom discussions.

Evidence of Completion

Students carrying out meaningful conversation.

G6. Increase the percentage of students, in the bottom quartile, making learning gains in Mathematics.

G6.B1 Lack of student engagement

G6.B1.S1 Implement strategies through DI using iReady resources.

Action Step 1

Implement strategies through iReady diagnostics and resources

Person or Persons Responsible

Math Dept.

Target Dates or Schedule

On-going

Evidence of Completion

iReady diagnostic data and usage reports.

Facilitator:

District Math Coach

Participants:

Math Teachers

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

Usage of i-Ready Reports

Person or Persons Responsible

Math Department

Target Dates or Schedule

On-going

Evidence of Completion

Diagnostic Reports

Plan to Monitor Effectiveness of G6.B1.S1

Using i-Ready resources to DI instruction

Person or Persons Responsible

Math Department

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans

G6.B1.S2 Implement strategies through Reflex Math.

Action Step 1

Professional Development on Reflex Math

Person or Persons Responsible

District Specialist

Target Dates or Schedule

September 2013

Evidence of Completion

Student logins have been distributed.

Facilitator:

Michelle Lavelle

Participants:

Math Department

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

Monitor Math Reflex usage

Person or Persons Responsible

Math Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Reflex Math reports

Plan to Monitor Effectiveness of G6.B1.S2

Checking for students automaticity.

Person or Persons Responsible

Math Department

Target Dates or Schedule

Second Semester

Evidence of Completion

Reflex Math Reports

G6.B1.S3 Weekly focus lessons

Action Step 1

Creation of focus lesson plans

Person or Persons Responsible

PLC groups

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Observation feedback on lesson plans.

Person or Persons Responsible

Math Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G6.B1.S3

Teacher created exit slips.

Person or Persons Responsible

Math Department

Target Dates or Schedule

ongoing

Evidence of Completion

Student data from exit slips.

G7. Increase the number of focus students scoring at a Level 3 or above.

G7.B1 Not all level 2 students are enrolled in math enrichment.

G7.B1.S1 Identify the focus students.

Action Step 1

Locate focus students

Person or Persons Responsible

Math Dept.

Target Dates or Schedule

Nov. 1st

Evidence of Completion

Reports from Inform

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

Student Goal documentation

Person or Persons Responsible

Math Department

Target Dates or Schedule

November 15th, 2013

Evidence of Completion

Admin feedback of student goal sheets

Plan to Monitor Effectiveness of G7.B1.S1

CGA 1,2,3 and teacher made assessments.

Person or Persons Responsible

Math Dept.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student results from CGA 1,2,3 and teacher made assessments.

G7.B1.S2 Implement strategies through Reflex Math.

Action Step 1

Professional Development on the use of Reflex Math

Person or Persons Responsible

Math Department

Target Dates or Schedule

September 2013

Evidence of Completion

Documentation from Professional Development meeting

Facilitator:

Michelle Lavelle

Participants:

Math Department

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

Student logins distributed

Person or Persons Responsible

Math Department

Target Dates or Schedule

September 2013

Evidence of Completion

Student usage reports.

Plan to Monitor Effectiveness of G7.B1.S2

Student usage reports.

Person or Persons Responsible

Math Department

Target Dates or Schedule

ongoing

Evidence of Completion

Students automaticity growth.

G7.B1.S3 Weekly Focus Lessons

Action Step 1

Creating of weekly focus lessons

Person or Persons Responsible

math department

Target Dates or Schedule

ongoing

Evidence of Completion

Teacher made lesson plans.

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Observations and walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback from observations and walk-throughs

Plan to Monitor Effectiveness of G7.B1.S3

Teacher created exit slips.

Person or Persons Responsible

Math Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from exit slips.

G8. Decrease the number of level 4 and 5 students dropping a level on the FCAT.

G8.B1 Our level 4 and 5 students are taking courses at least 1 year ahead of their grade level. These courses focus on different standards than what the grade level FCAT focuses on.

G8.B1.S1 Teachers will implement focus lessons on standards not covered in the accelerated course and curriculum.

Action Step 1

Teacher created focus lesson plans.

Person or Persons Responsible

Math Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

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

Classroom observations and walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback from classroom observations and walk-throughs

Plan to Monitor Effectiveness of G8.B1.S1

Lesson Plans

Person or Persons Responsible

Math Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Growth on student exit slips.

G9. Improve reading skills by increasing instructional focus on reading application.

G9.B1 Inadequate instructional focus on reading application

G9.B1.S1 Differentiate instruction by providing more student choice to meet needs of students in content focus of reading application

Action Step 1

Provide more reading and writing choices to students in effort to accommodate different learning styles, interests, and ability levels.

Person or Persons Responsible

ELA/Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Rubrics Class Assignments

Facilitator:

Literacy Coach

Participants:

All ELA Teachers

Action Step 2

Help teachers write lessons for differentiation. Model lessons. Provide professional development

Person or Persons Responsible

Reading Coach & Department Chair (Davis)

Target Dates or Schedule

Ongoing Common planning

Evidence of Completion

Lesson plans Documentation Agendas from common planning and professional development Coach Log Data Chat forms

Facilitator:

Administrators, Literacy Coach and District Coaches

Participants:

All content Area Teachers

Action Step 3

Support facilitation provides small group learning.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans IEPs

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

Look for Evidence of Differentiated Instruction Through Student Choice

Person or Persons Responsible

ELA/Reading Teachers ESE Teachers Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Student work Observations

Plan to Monitor Effectiveness of G9.B1.S1

Increased Student Choice

Person or Persons Responsible

ELA/Reading Teachers ESE Teachers Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Observations of Student Engagement Lesson Plans Student Work Observations

G9.B1.S4 Deepen students' understanding of author's perspective and purpose, going beyond P-I-E, by introducing Quote Analysis Sentence Starters.

Action Step 1

Model to students how to analyze key quotes in nonfiction and fiction to reveal author's perspective.

Person or Persons Responsible

ELA/ Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Facilitator:

Literacy Coach, and District Coaches

Participants:

ELA, Enrichment Reading, and ESE Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S4

Ensure Use of Quote Analysis Template and Other Higher-Level Author's Perspective/ Purpose Activities

Person or Persons Responsible

ELA/Reading Teachers Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G9.B1.S4

Student Use of Quote Analysis in Class as a Response to Fiction and Nonfiction Texts

Person or Persons Responsible

ELA/Reading Teachers Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Assessments

G9.B1.S5 Introduce new graphic organizers (such as Triple Triangle) to compare and contrast elements in multiple texts.

Action Step 1

Train teachers on common core strategy of triple triangles—a graphic organizer to compare and contrast multiple texts.

Person or Persons Responsible

Dept. Chair

Target Dates or Schedule

October or November

Evidence of Completion

Common Planning Professional Development Coach Log

Facilitator:

ELA Department Chairs

Participants:

ELA, Reading, and ESE Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S5

Look for Evidence of Comparing and Contrasting Multiple Texts in ELA/ Reading Classrooms

Person or Persons Responsible

ELA/Reading Teachers Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work Lesson plans Assessments Observation forms

Plan to Monitor Effectiveness of G9.B1.S5

Completed Graphic Organizers that Compare and Contrast Elements in Multiple Texts

Person or Persons Responsible

ELA/Reading Teachers Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Assessments Observation Forms

G9.B1.S6 Use interactive games to teach text structures.

Action Step 1

Provide materials and training to teachers to make learning text structures more engaging and interactive, such as text structure game (Davis) and text structure mix and match game (Bowler)

Person or Persons Responsible

ELA Chair(s)

Target Dates or Schedule

November

Evidence of Completion

Common Planning Professional Development Coach Log

Facilitator:

ELA Department Chair

Participants:

Reading, ESE, and ELA Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S6

Look for Use of Interactive Games to Teach Text Structure

Person or Persons Responsible

ELA/Reading Teachers ESE Teachers Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G9.B1.S6

Demonstrated Student Understanding of Text Structures

Person or Persons Responsible

ELA/Reading Teachers ESE Teachers Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Exit Slips Quizzes Assessments

G9.B10 Training on Lesson study/ share lesson plans.

G9.B10.S5 Use interactive games to teach text structures.

Action Step 1

Help teachers write lessons for differentiation. Model lessons. Provide professional development.

Person or Persons Responsible

Reading Coach & Department Chair (Davis)

Target Dates or Schedule

Ongoing Common planning

Evidence of Completion

Lesson plans Documentation Agendas from common planning and professional development Coach Log Data Chat forms

Facilitator:

Administrators, Literacy Coach, and District Coaches

Participants:

Teachers of all content areas

Plan to Monitor Fidelity of Implementation of G9.B10.S5

Look for Use of Interactive Games to Teach Text Structure

Person or Persons Responsible

ELA/Reading Teachers ESE Teachers Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G9.B10.S5

Demonstrated Student Understanding of Text Structures

Person or Persons Responsible

ELA/Reading Teachers ESE Teachers Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Exit Slips Quizzes Assessments

G10. Improve reading skills by increasing instructional focus on literary analysis.

G10.B1 Not enough instructional focus on literary analysis.

G10.B1.S1 Implement S.E.N.A.T.O.R.S. ELA/Reading strategies (reading/ literature circles, evidence/ elaboration, text based response)

Action Step 1

Use literature circles/book clubs to read and work in small group to analyze fiction and nonfiction novels

Person or Persons Responsible

ELA/Reading Teachers

Target Dates or Schedule

Reading novels ongoing

Evidence of Completion

Lesson plans Student work Journals Exit slips

Facilitator:

Reading Coach

Participants:

Teachers

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

Literature circles/book clubs, citing evidence, elaboration, Text-based responses

Person or Persons Responsible

ELA/Reading Teachers Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Student work Assessment Journals Exit Slips

Plan to Monitor Effectiveness of G10.B1.S1

Literature circles/book clubs, citing evidence, elaboration, Text-based responses

Person or Persons Responsible

ELA/Reading Teachers Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Student work Assessment Journals Exit Slips

G11. Improve writing proficiency by increasing instructional focus on supporting details, evidence, and elaboration.

G11.B1 FRIESS Explicit modeling of exemplary paragraph development CRAFT- Explicit modeling of exemplary persuasive techniques Tactile learning for the elaboration process Increased use of anchor sets

G11.B1.S1 FRIESS Explicit modeling of exemplary paragraph development Who: 8th grade language arts teachers; September & October What: Use popsicle sticks labeled with F.R.I.E.S.S. so that students can measure their paragraph elaboration Evidence: Text based responses and on-demand writing using FRIESS—highlighted components

Action Step 1

Use popsicle sticks labeled with F.R.I.E.S.S. so student can measure their paragraph elaboration

Person or Persons Responsible

8th Grade ELA Teachers

Target Dates or Schedule

September/October

Evidence of Completion

Text based responses and on-demand writing using FRIESS-highlighted components

Facilitator:

Reading Coach

Participants:

New teachers

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

Increasing supporting details

Person or Persons Responsible

8th Grade ELA Teachers Reading Coach

Target Dates or Schedule

End of 1st quarter

Evidence of Completion

Student Work Observation/Feedback forms Lesson Plans

Plan to Monitor Effectiveness of G11.B1.S1

Increasing supporting details

Person or Persons Responsible

8th Grade ELA Teachers Reading Coach

Target Dates or Schedule

End of 1st quarter

Evidence of Completion

Student Work Observation/Feedback forms Lesson Plans

G12. Increase student proficiency of Nature of Science benchmarks.

G12.B2 Students have limited exposure to scientific thinking.

G12.B2.S1 Training on disaggregating data and creating focus lessons.

Action Step 1

Training on dis-aggregating data and creating focus lessons.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

During science department meetings.

Evidence of Completion

Observations by administration.

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

FCAT-style, Nature of Science practice questions.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

During warm-ups/ bell-ringers

Evidence of Completion

Student responses in interactive notebooks/class notebooks.

Plan to Monitor Effectiveness of G12.B2.S1

Nature of Science Focus Lessons

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Beginning/end of class period.

Evidence of Completion

Interactive Notebook/Class notebooks

G13. Improve writing proficiency by increasing instructional focus on Summarizing and Paraphrasing Techniques within Electives' classes.

G13.B3 Students not extending or lack of background knowledge

G13.B3.S1 FRIESS (use common school strategy for all writing)

Action Step 1

Use FREISS (or elements of FRIESS) as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence.

Person or Persons Responsible

All Electives' students

Target Dates or Schedule

when paraphrasing and summarizing

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize

Facilitator:

ELA Department Head, and Literacy Coach

Participants:

All Elective Teachers

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

Ensure that FRIESS is implemented as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing) within Electives assignments with information that pertains to the Electives' class or core connections to the class; FRIESS will be documented within lesson plans as it may be used as needed for specific writing lessons.

Person or Persons Responsible

Ensure all Electives' teachers for the good of all Electives' students

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing when needed.

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize; student sample work may be collected or displayed in class; Electives teachers will share student work examples at PLC's as we discuss the use of FRIESS in the classroom

Plan to Monitor Effectiveness of G13.B3.S1

Make sure FREISS (or elements of FRIESS) is used as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing) When:

Person or Persons Responsible

Make sure All Electives' Teachers effectively implement FRIESS (or elements of FRIESS) to Electives' students

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing; during PLC's for collective discussion.

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize (refer to data and Electives' Writing Assignments for effectiveness) There should be a progression of writing skills and assignments that display the strategies effectiveness; Sample work will be collected quarterly by Electives' teachers.

G13.B3.S3 Use common tools and strategies used by ELA/Reading Teachers for summarizing and paraphrasing

Action Step 1

Use summarizing and paraphrasing strategies and techniques that are practiced within the ELA/Reading classes for reinforcement of building writing skills of the student.

Person or Persons Responsible

Electives' Teachers and Language Arts Teachers for the good of the student

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing.

Evidence of Completion

Information that is learned within Electives' lessons is summarized and paraphrased into writing assignments using ELA teachers techniques.

Facilitator:

ELA Dept. Head

Participants:

Elective Teachers

Plan to Monitor Fidelity of Implementation of G13.B3.S3

Ensure that summarizing and paraphrasing strategies and techniques that are practiced within the ELA/Reading classes for reinforcement of building writing skills of the student are being implemented in Electives classroom through documentation of these tools in the form of lesson plans.

Person or Persons Responsible

Electives' Teachers and Language Arts Teachers

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing as it fits into appropriate lessons.

Evidence of Completion

Information that is learned within Electives' lessons is summarized and paraphrased into writing assignments using ELA teachers techniques; this will be evident through student sample work that is displayed in class or collected for samples.

Plan to Monitor Effectiveness of G13.B3.S3

Make sure summarizing and paraphrasing strategies and techniques that are practiced within the ELA/Reading classes for reinforcement of building writing skills of the student are used effectively.

Person or Persons Responsible

Make sure Electives' Teachers and Language Arts Teachers implement the strategy effectively.

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing; during PLC's for collective discussion.

Evidence of Completion

Information that is learned within Electives' lessons is summarized and paraphrased into writing assignments using ELA teachers techniques (refer to data and Electives' Writing Assignments for effectiveness) There should be a progression of writing skills and assignments that display the strategies effectiveness; Sample work will be collected quarterly by Electives' teachers.

G13.B3.S4 Use common tools and strategies between all Electives' Teachers

Action Step 1

Electives' Teachers will practice and use common strategies, tools, techniques, and writing layout for the purpose of common repetition of summarizing and paraphrasing practice within ALL Electives' classes.

Person or Persons Responsible

Electives' Teachers for the good of the student

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing.

Evidence of Completion

Common writing lessons and assignments will be found amongst all Electives' classes that display paraphrasing and summarizing practice/skills of the student.

Plan to Monitor Fidelity of Implementation of G13.B3.S4

Ensure that Electives' Teachers will practice and use common strategies, tools, techniques, and writing layout for the purpose of common repetition of summarizing and paraphrasing practice within ALL Electives' classes through documentation through the form of lesson plans; ensure that all common tools and strategies for the purpose of/use of summarizing and paraphrasing are discussed at Electives' PLC's; documentation of meetings, agenda, and minutes will occur.

Person or Persons Responsible

Ensure that Electives' Teachers for the good of the student.

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing.

Evidence of Completion

Ensure that common writing lessons and assignments will be found amongst all Electives' classes that display paraphrasing and summarizing practice/skills of the student are found within the classroom or may be collected as samples by the teacher

Plan to Monitor Effectiveness of G13.B3.S4

Make sure Electives' Teachers effectively practice and use common strategies, tools, techniques, and writing layout for the purpose of common repetition of summarizing and paraphrasing practice within ALL Electives' classes.

Person or Persons Responsible

Make sure Electives' Teachers implement the strategy for the good of the student.

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing; during PLC's.

Evidence of Completion

Common writing lessons and assignments will be found amongst all Electives' classes that display paraphrasing and summarizing practice/skills of the student; evaluate data per Electives' teacher AND data of Electives' Teachers, collectively.

G13.B3.S5 Repetition of summarizing and paraphrasing activities within writing assignments

Action Step 1

Electives' Teachers will have a common format and lesson for using summarizing and paraphrasing writing skills amongst writing assignments that apply.

Person or Persons Responsible

Electives' students will practice summarizing and paraphrasing writing skills repeatedly for reinforcement of learning.

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing.

Evidence of Completion

Electives' classes will display paraphrasing and summarizing practice/skills of the student throughout writing assignments that apply.

Facilitator:

Elective Department Head

Participants:

All Elective Teachers

Plan to Monitor Fidelity of Implementation of G13.B3.S5

Ensure Electives' Teachers will have a common format and lesson for using summarizing and paraphrasing writing skills amongst writing assignments that apply, and will be used regularly for reinforcement; Electives' lesson plans will serve as documentation of such repetition of summarizing and paraphrasing activities and assignments; Electives' PLC's will serve as a discussion place for sharing related lessons and assignments that have been implemented in the classroom; Electives' minutes and agenda will serve as documentation.

Person or Persons Responsible

Ensure Electives' teachers will implement strategies in which students will practice summarizing and paraphrasing writing skills repeatedly for reinforcement of learning.

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing; as needed.

Evidence of Completion

Electives' classes will display paraphrasing and summarizing practice/skills of the student throughout writing assignments that apply; sample student work will be displayed or collected.

Plan to Monitor Effectiveness of G13.B3.S5

Make sure Electives' teachers effectively use a common format and lesson for using summarizing and paraphrasing writing skills amongst writing assignments that apply.

Person or Persons Responsible

Make sure Electives' teachers implement the strategy effectively so that the Electives' students will practice summarizing and paraphrasing writing skills repeatedly for reinforcement of learning.

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing

Evidence of Completion

Use Electives' students' summarizing and paraphrasing writing assignments to use in comparison/ evaluation to various student data; Electives' classes will display paraphrasing and summarizing practice/skills of the student throughout writing assignments that apply; student sample work will be collected.

G13.B7 Lack of Practice with Summarizing and Paraphrasing Skills

G13.B7.S1 FRIESS (use common school strategy for all writing)

Action Step 1

Use FREISS (or elements of FRIESS) as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing)

Person or Persons Responsible

All Electives' students

Target Dates or Schedule

Ongoing

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize

Facilitator:

Reading Coach

Participants:

Elective Teachers

Plan to Monitor Fidelity of Implementation of G13.B7.S1

Ensure that FRIESS is implemented as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing) within Electives assignments with information that pertains to the Electives' class or core connections to the class; FRIESS will be documented within lesson plans as it may be used as needed for specific writing lessons

Person or Persons Responsible

Ensure all Electives' teachers for the good of all Electives' students

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing when needed

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize; student sample work may be collected or displayed in class; Electives teachers will share student work examples at PLC's as we discuss the use of FRIESS in the classroom.

Plan to Monitor Effectiveness of G13.B7.S1

Make sure FREISS (or elements of FRIESS) is used as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing) When: Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing; during PLC's for collective discussion

Person or Persons Responsible

: Make sure All Electives' Teachers effectively implement FRIESS (or elements of FRIESS) to Electives' students

Target Dates or Schedule

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize (refer to data and Electives' Writing Assignments for effectiveness) There should be a progression of writing skills and assignments that display the strategies effectiveness;

Evidence of Completion

Sample work will be collected quarterly by Electives' teachers.

G13.B7.S3 Use common tools and strategies used by ELA/Reading Teachers for summarizing and paraphrasing

Action Step 1

Use FREISS (or elements of FRIESS) as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence)

Person or Persons Responsible

All Electives' students

Target Dates or Schedule

when paraphrasing and summarizing

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize

Facilitator:

Literacy Coach

Participants:

All Elective Teachers

Plan to Monitor Fidelity of Implementation of G13.B7.S3

Ensure that FRIESS is implemented as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing) within Electives assignments with information that pertains to the Electives' class or core connections to the class; FRIESS will be documented within lesson plans as it may be used as needed for specific writing lessons.

Person or Persons Responsible

Ensure all Electives' teachers for the good of all Electives' students

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing when needed

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize; student sample work may be collected or displayed in class; Electives teachers will share student work examples at PLC's as we discuss the use of FRIESS in the classroom.

Plan to Monitor Effectiveness of G13.B7.S3

Make sure FREISS (or elements of FRIESS) is used as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing)

Person or Persons Responsible

Make sure All Electives' Teachers effectively implement FRIESS (or elements of FRIESS) to Electives' students

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing; during PLC's for collective discussion

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize (refer to data and Electives' Writing Assignments for effectiveness) There should be a progression of writing skills and assignments that display the strategies effectiveness; Sample work will be collected quarterly by Electives' teachers.

G14. Improve writing proficiency by increasing instructional focus on Evidence and Elaboration Techniques within Electives' classes.

G14.B1 Inadequate instructional focus on essay development & support

G14.B1.S1 . FRIESS

Action Step 1

Use F.R.I.E.S.S. so that students have a "common" writing strategy that is practiced school wide, for repetition

Person or Persons Responsible

: Electives' teachers for the good of students

Target Dates or Schedule

Ongoing

Evidence of Completion

Examples: Text based responses and on-demand writing using FRIESS

Facilitator:

ELA Department Head and Reading Coach

Participants:

Elective Teachers

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

Ensure the use of F.R.I.E.S.S., so that students have a "common" writing strategy that is practiced school wide, for repetition; corresponding lessons plans that include FRIESS will serve as documentation for implementation

Person or Persons Responsible

: Ensure that FRIESS is being implemented in corresponding writing assignments to Electives' students

Target Dates or Schedule

Ongoing throughout the year; as it may pertain to lessons.

Evidence of Completion

Ensure that some version of FRIESS is incorporated in writing lessons and activities. Collect sample work or display student sample work in the classroom

Plan to Monitor Effectiveness of G14.B1.S1

Use F.R.I.E.S.S. effectively, so that students have a "common" writing strategy that is practiced school wide, for repetition

Person or Persons Responsible

Make sure that FREISS is being implemented and used by Electives' Teacher and Electives' students effectively

Target Dates or Schedule

Throughout the school year; ongoing

Evidence of Completion

Make sure (ex: text based responses and on-demand writing) used with FRIESS are effective (refer to data and Electives' Writing Assignments for effectiveness) There should be a progression of writing skills and assignments that display the strategies effectiveness; Sample work will be collected quarterly by Electives' teachers

G14.B1.S2 .Use common strategies that are practiced in ELA/Reading classes

Action Step 1

"Common" Writing strategies, "Common" Writing lessons, "Common" writing tools, "Common" Writing activities.

Person or Persons Responsible

Electives' teachers for the good of students

Target Dates or Schedule

Throughout various Electives' projects/activities while making connections through writing; year long

Evidence of Completion

Student writing should show evidence and improvement of skills with "Evidence and Elaboration" ; "Common" use of strategies that are practiced in ELA/Reading will be evident in writing that pertains to "Evidence and Elaboration" in Electives' classes; examples: reviewing topic sentences and supporting detail sentences; distinguishing between facts and opinions in writing and writing objectives; how to collect information for writing purposes; how to organize information for writing purposes.

Facilitator:

ELA Dept. Head, and Literacy Coach

Participants:

All Elective Teachers

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

Ensure that "Common" Writing strategies, "Common" Writing lessons, "Common" writing tools, and "Common" Writing activities are being used in Electives' writing lessons; this will be evident in students' writing assignments; documentation will also be in the form of lesson plans that include such strategies…tools…activities…

Person or Persons Responsible

Ensure that Electives' students are utilizing common strategies that are practiced in ELA/Reading classes.

Target Dates or Schedule

Ensure that various Electives' projects/activities are using common strategies, while making connections through writing throughout the school year

Evidence of Completion

Ensure that student writing shows evidence and improvement of skills with "Evidence and Elaboration"; "Common" use of strategies that are practiced in ELA/Reading are evident in writing that pertains to "Evidence and Elaboration" in Electives' classes. Collect student sample work or display student sample work in the classroom.

Plan to Monitor Effectiveness of G14.B1.S2

"Common" Writing strategies, "Common" Writing lessons, "Common" writing tools, and/or "Common" Writing activities are used effectively.

Person or Persons Responsible

Make sure common strategies that are practiced in ELA/Reading classes are implemented to and used by Electives' students effectively

Target Dates or Schedule

Throughout various Electives' projects/activities while making connections through writing; year long.

Evidence of Completion

Student writing should effectively show evidence and improvement of skills with "Evidence and Elaboration" ; "Common" use of strategies that are practiced in ELA/Reading will be evident in writing that pertains to "Evidence and Elaboration" in Electives' classes (refer to various data to accurately measure effectiveness) There should be a progression of writing skills and assignments that display the strategies effectiveness; the strategy should be "tweaked" as needed to show improvement in student writing skills for effectiveness; Sample work will be collected quarterly.

G14.B1.S3 Tactile learning for the elaboration process

Action Step 1

Connecting elaboration to hands on projects and activities within Electives' lessons and assignments.

Person or Persons Responsible

Electives' teachers for the good of students.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students display elaboration and evidence through visual arts, music, drama; and foreign languages; not only through writing, but through each of the skills learned in Electives… "artwork"… "playing instruments" … "singing"… "acting"…"speaking"…

Plan to Monitor Fidelity of Implementation of G14.B1.S3

Ensure that elaboration is connected to hands on projects and activities within Electives' lessons and assignments; this will be evident in class participation and activities in which students are involved.

Person or Persons Responsible

Ensure that tactile learning for "elaboration process" occurs with Electives' students.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ensure students display elaboration and evidence through visual arts, music, drama; and foreign languages; not only through writing, but through each of the skills learned in Electives… "artwork"… "playing instruments" … "singing"… "acting"…"speaking"… Collect sample work.

Plan to Monitor Effectiveness of G14.B1.S3

Effectively connecting elaboration to hands on projects and activities within Electives' lessons and assignments.

Person or Persons Responsible

Electives' students will effectively use tactile learning for elaboration process.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students effectively display elaboration and evidence through visual arts, music, drama; and foreign languages; not only through writing, but through each of the skills learned in Electives… "artwork"… "playing instruments" … "singing"… "acting"…"speaking"… (refer to various data to accurately measure effectiveness); activities and class participation should show how "Evidence and Elaboration" can be used in other forms of learning skills; Sample work will be collected quarterly.

G15. Improve writing proficiency by increasing instructional focus on Note taking within the Electives' classes.

G15.B1 Inadequate instructional focus on proper Note taking skills

G15.B1.S1 Use note taking strategies that ELA/Reading Teachers use.

Action Step 1

Gather strategies, templates, and items used by ELA/Reading Teachers for note taking skills.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as needed.

Evidence of Completion

Use note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes and apply them to Electives' courses, lessons, etc.; strategies, templates, and items may be tweaked by Electives' teachers to better suit the classroom setting, lesson, activities, and assignments.

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

Ensure that strategies, templates, and items used by ELA/Reading Teachers for note taking skills are gathered by Electives' teachers through documentation of meetings and communication of collaboration.

Person or Persons Responsible

Ensure that Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

Ongoing

Evidence of Completion

Display student work examples of how the note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes within the Electives' classrooms; collect examples of Electives' courses, lessons, etc.; strategies, templates, and items that show these note taking strategies have been made a "common" strategy, "common" template, etc.; may be tweaked by Electives' teachers to better suit the classroom setting, lesson, activities, and assignments.

Plan to Monitor Effectiveness of G15.B1.S1

Evaluate strategies, templates, and items used by ELA/Reading Teachers for note taking skills that are also used by Electives' teachers for effectiveness; meet with the Electives' department to evaluate the effectiveness of the ELA/Reading teachers' note taking strategies in the Electives' setting; discuss the effectiveness of the strategies used with the ELA/Reading Department for input or tweaking of strategies used; document meetings and collaboration; make changes as needed for effectiveness.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as needed; as we use the strategies and can evaluate the skill of the student to determine the effectiveness of the strategy/strategies.

Evidence of Completion

Use data to evaluate/compare/examine if the note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes and that are applied in Electives' courses, lessons, etc.; strategies, templates, and items. Electives' teachers may also create their own assessments to evaluate/compare/examine the effectiveness of specific note taking tools to monitor the effectiveness of the ELA/Reading note taking strategies within the Electives' setting.

G15.B1.S2 Meet with ELA/Reading Teachers to discuss how note taking skills are built by students in ELA/Reading classes.

Action Step 1

Create meeting times with ELA/Reading Teachers to evaluate how they help students build note taking skills within their classrooms.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year.

Evidence of Completion

Electives' teachers will use ELA/Reading teachers note taking strategies, templates, formats, etc. as it fits in to corresponding lessons.

Facilitator:

ELA Dept. Head

Participants:

Elective Teachers

Plan to Monitor Fidelity of Implementation of G15.B1.S2

Ensure that meeting times with ELA/Reading Teachers to evaluate how they help students build note taking skills within their classrooms are documented for implementation of the strategy.

Person or Persons Responsible

Ensure that Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year.

Evidence of Completion

Electives' teachers will display and collect examples of student work that include the use of ELA/Reading teachers note taking strategies, templates, formats, etc. as it fits in to corresponding lessons.

Plan to Monitor Effectiveness of G15.B1.S2

Review and discuss implementation of the information that was previously learned by Electives' teachers from meeting with ELA/Reading teachers to evaluate how they help students build note taking skills within their classrooms; this will be a progression in which Electives' and ELA/Reading teachers will collaborate during meetings to learn how to improve the skills of the student; meetings will be documented; changes will be made to ensure effectiveness.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; in progression of the teachers monitoring students' note taking skills.

Evidence of Completion

Electives' teachers over time will have a better understanding of how the note taking skills are built by students through continued meetings with ELA/Reading teachers; students' progression of note taking skills will be evident in student work examples; Electives' teachers will keep or display student sample work; data may be also used for comparison or improvement of skills; teacher made assessments may also be created to determine the effectiveness of how the student build their skills through an examination of specific note taking strategies; students may also be asked to answer a survey on the effectiveness of the implementation of the strategy.

G15.B1.S3 Brainstorm with ELA/Reading Teachers to come up with new note taking skills that work well cross-curricular.

Action Step 1

Create new note taking strategies, templates, formats that would benefit a multitude of classes/courses/settings in collaboration with ELA/Reading teachers.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year.

Evidence of Completion

Innovative and refreshing strategies(s) will be introduced throughout the electives' and ELA/Reading classes; created in collaboration in the form of new template(s), format(s), visual organizer(s), etc.

Facilitator:

Literacy Coach, and ELA Dept. Chair

Participants:

Elective, and Reading Teachers

Plan to Monitor Fidelity of Implementation of G15.B1.S3

Ensure that new note taking strategies, templates, formats that would benefit a multitude of classes/courses/settings are created in collaboration with ELA/Reading teachers by documentation of collaboration.

Person or Persons Responsible

Ensure that Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year.

Evidence of Completion

Electives' teachers and ELA/Reading Teachers will display and collect student work examples of innovative and refreshing strategies(s) will be introduced throughout the electives' and ELA/Reading classes; created in collaboration in the form of new template(s), format(s), visual organizer(s), etc.

Plan to Monitor Effectiveness of G15.B1.S3

Evaluate new note taking strategies, templates, formats that would benefit a multitude of classes/courses/settings in collaboration with ELA/Reading teachers that are/will be used cross-curricular; document meetings and collaboration; make changes as needed for effectiveness.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as needed for lessons.

Evidence of Completion

Evaluate if the innovative and refreshing strategies(s) that are collaborated by Electives' and ELA/Reading teachers for effectiveness, through the use of data and teacher made assessments to determine and monitor effectiveness of new strategies; new template(s), format(s), visual organizer(s), etc. that are used by the student may be collected, used as, and displayed as student work examples.

G15.B1.S4 Get input from ELA/Reading teachers on how to effectively incorporate note taking skills into new lessons

Action Step 1

Electives' teachers will learn from the ELA/Reading teachers on how to best use…or when to use…or how to incorporate note taking strategies into lessons.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as help is needed; as we create new lessons.

Evidence of Completion

Better use of note taking strategies will be seen in electives' classes.

Facilitator:

ELA Teachers

Participants:

Elective Teachers and Reading Teachers

Plan to Monitor Fidelity of Implementation of G15.B1.S4

Ensure that Electives' teachers will learn from the ELA/Reading teachers on how to best use…or when to use…or how to incorporate note taking strategies into lessons by documenting meetings/collaboration.

Person or Persons Responsible

Ensure that Electives' and ELA/Reading teachers for the good of Electives' students.

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as help is needed; as we create new lessons.

Evidence of Completion

There will be better use of note taking strategies in electives' classes in the form of lessons, usage, activities, projects, assignments, etc.; this will be evident in the forms listed above, and will pertain to such as appropriate.

Plan to Monitor Effectiveness of G15.B1.S4

Electives' teachers will evaluate the effectiveness by debriefing ELA/Reading teachers on implementation of the note taking strategies that have been incorporated with the help of the ELA/Reading teacher into lessons/new lessons. They will meet periodically to determine if the implementation was successful or needs to be improved by examining the teacher's lesson and note taking strategy through discussion between the collaborating teachers; student sample work may be collected to also monitor the effectiveness of collaborating teachers; all in all, Electives' teachers should move from learning from ELA/Reading teachers about how to best use…or when to use…or how to incorporate note taking strategies into lessons…to having a deep understanding.

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as help is needed; as we create new lessons; as enough data or student work is gathered to see a progression.

Evidence of Completion

Evaluate data or teacher made assessments of the use of note taking strategies in electives' classes for effectiveness; student work may be collected or displayed.

G15.B5 Lack Collaboration between ELA/Reading and Electives

G15.B5.S1 Meet with ELA/Reading Teachers to discuss how note taking skills are built by students in ELA/Reading classes

Action Step 1

Gather strategies, templates, and items used by ELA/Reading Teachers for note taking skills

Person or Persons Responsible

: Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as needed

Evidence of Completion

Use note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes and apply them to Electives' courses, lessons, etc.; strategies, templates, and items may be tweaked by Electives' teachers to better suit the classroom setting, lesson, activities, and assignments

Facilitator:

ELA Department Chair and Reading Coach

Participants:

Elective Teachers and ELA Teachers

Plan to Monitor Fidelity of Implementation of G15.B5.S1

Ensure that strategies, templates, and items used by ELA/Reading Teachers for note taking skills are gathered by Electives' teachers through documentation of meetings and communication of collaboration

Person or Persons Responsible

Ensure that Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

Ongoing

Evidence of Completion

Display student work examples of how the note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes within the Electives' classrooms; collect examples of Electives' courses, lessons, etc.; strategies, templates, and items that show these note taking strategies have been made a "common" strategy, "common" template, etc.; may be tweaked by Electives' teachers to better suit the classroom setting, lesson, activities, and assignments

Plan to Monitor Effectiveness of G15.B5.S1

Evaluate strategies, templates, and items used by ELA/Reading Teachers for note taking skills that are also used by Electives' teachers for effectiveness; meet with the Electives' department to evaluate the effectiveness of the ELA/Reading teachers' note taking strategies in the Electives' setting; discuss the effectiveness of the strategies used with the ELA/Reading Department for input or tweaking of strategies used; document meetings and collaboration; make changes as needed for effectiveness

Person or Persons Responsible

Electives' and ELA/Reading teachers for the good of Electives' students

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as needed; as we use the strategies and can evaluate the skill of the student to determine the effectiveness of the strategy/strategies

Evidence of Completion

Use data to evaluate/compare/examine if the note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes and that are applied in Electives' courses, lessons, etc.; strategies, templates, and items. Electives' teachers may also create their own assessments to evaluate/compare/examine the effectiveness of specific note taking tools to monitor the effectiveness of the ELA/Reading note taking strategies within the Electives' setting.

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.

G2. Improve proficiency of the EOC tests for World History, Civics and American History by increasing instructional focus on test-taking strategies.

G2.B1 1. Low reading levels for some students 2. Lack of a clear understanding of significance of the EOC test by parents and students 3. Lack of knowledge of test-taking strategies

G2.B1.S2 Introduction of test taking strategies

PD Opportunity 1

Training provided on test taking strategies

Facilitator

Literacy Coach

Participants

All Teachers

Target Dates or Schedule

During 1st Semester

Evidence of Completion

Agenda of PD meeting

G3. Improve reading skills by increased instructional focus on informational text and the research process.

G3.B1 1. Inadequate instructional time on informative text and research process. 2. Lack of access to on-line text books for lessons 3. Not using designated department literacy strategies 4. Lack of collaboration on lesson plans during common planning 5. Lack of materials needed for research and reading informational texts

G3.B1.S1 Training with literacy coach for specific techniques to develop skills needed for FCAT testing strand of informational text/reseach.

PD Opportunity 1

Set up training to discuss strategies that can help students better utilize the text to analyze specific information.

Facilitator

Literacy coach

Participants

Social Studies teachers

Target Dates or Schedule

within the PD meeting time frame in October

Evidence of Completion

Social Studies Agenda notes

G3.B1.S2 Locate and analyze text features/use graphic organizers; Explain how text features improve the reader's understanding.

PD Opportunity 1

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

Facilitator

Literacy Coach

Participants

Social Studies Teacher

Target Dates or Schedule

November

Evidence of Completion

Social Studies Agenda notes

G4. Increase student writing proficiency using strategies from the school wide literacy plan and common core standards, specifically summarizing/paraphrasing, using evidence to support scientific writing, use of paragraph frames, and on demand writing.

G4.B1 Students have little experience with scientific writing, i.e. supporting writing with evidence and data.

G4.B1.S1 Model how to use data and evidence to enhance scientific writing.

PD Opportunity 1

Provide training on scientific writing.

Facilitator

Literacy Coach and District Science Specialist

Participants

Science teachers

Target Dates or Schedule

During science department meeting.

Evidence of Completion

Observation by administration.

G5. Increase student engagement by providing opportunities for meaningful student peer interaction.

G5.B1 Students have little experience with accountable talk.

G5.B1.S1 Teachers will model appropriate accountable talk.

PD Opportunity 1

Training on accountable talk.

Facilitator

Guidance Counselors, Literacy Coach

Participants

Teachers

Target Dates or Schedule

Science department meeting.

Evidence of Completion

Observations by administration.

G6. Increase the percentage of students, in the bottom quartile, making learning gains in Mathematics.

G6.B1 Lack of student engagement

G6.B1.S1 Implement strategies through DI using iReady resources.

PD Opportunity 1

Implement strategies through iReady diagnostics and resources

Facilitator

District Math Coach

Participants

Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

iReady diagnostic data and usage reports.

G6.B1.S2 Implement strategies through Reflex Math.

PD Opportunity 1

Professional Development on Reflex Math

Facilitator

Michelle Lavelle

Participants

Math Department

Target Dates or Schedule

September 2013

Evidence of Completion

Student logins have been distributed.

G7. Increase the number of focus students scoring at a Level 3 or above.

G7.B1 Not all level 2 students are enrolled in math enrichment.

G7.B1.S2 Implement strategies through Reflex Math.

PD Opportunity 1

Professional Development on the use of Reflex Math

Facilitator

Michelle Lavelle

Participants

Math Department

Target Dates or Schedule

September 2013

Evidence of Completion

Documentation from Professional Development meeting

G9. Improve reading skills by increasing instructional focus on reading application.

G9.B1 Inadequate instructional focus on reading application

G9.B1.S1 Differentiate instruction by providing more student choice to meet needs of students in content focus of reading application

PD Opportunity 1

Provide more reading and writing choices to students in effort to accommodate different learning styles, interests, and ability levels.

Facilitator

Literacy Coach

Participants

All ELA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Rubrics Class Assignments

PD Opportunity 2

Help teachers write lessons for differentiation. Model lessons. Provide professional development

Facilitator

Administrators, Literacy Coach and District Coaches

Participants

All content Area Teachers

Target Dates or Schedule

Ongoing Common planning

Evidence of Completion

Lesson plans Documentation Agendas from common planning and professional development Coach Log Data Chat forms

G9.B1.S4 Deepen students' understanding of author's perspective and purpose, going beyond P-I-E, by introducing Quote Analysis Sentence Starters.

PD Opportunity 1

Model to students how to analyze key quotes in nonfiction and fiction to reveal author's perspective.

Facilitator

Literacy Coach, and District Coaches

Participants

ELA, Enrichment Reading, and ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

G9.B1.S5 Introduce new graphic organizers (such as Triple Triangle) to compare and contrast elements in multiple texts.

PD Opportunity 1

Train teachers on common core strategy of triple triangles—a graphic organizer to compare and contrast multiple texts.

Facilitator

ELA Department Chairs

Participants

ELA, Reading, and ESE Teachers

Target Dates or Schedule

October or November

Evidence of Completion

Common Planning Professional Development Coach Log

G9.B1.S6 Use interactive games to teach text structures.

PD Opportunity 1

Provide materials and training to teachers to make learning text structures more engaging and interactive, such as text structure game (Davis) and text structure mix and match game (Bowler)

Facilitator

ELA Department Chair

Participants

Reading, ESE, and ELA Teachers

Target Dates or Schedule

November

Evidence of Completion

Common Planning Professional Development Coach Log

G9.B10 Training on Lesson study/ share lesson plans.

G9.B10.S5 Use interactive games to teach text structures.

PD Opportunity 1

Help teachers write lessons for differentiation. Model lessons. Provide professional development.

Facilitator

Administrators, Literacy Coach, and District Coaches

Participants

Teachers of all content areas

Target Dates or Schedule

Ongoing Common planning

Evidence of Completion

Lesson plans Documentation Agendas from common planning and professional development Coach Log Data Chat forms

G10. Improve reading skills by increasing instructional focus on literary analysis.

G10.B1 Not enough instructional focus on literary analysis.

G10.B1.S1 Implement S.E.N.A.T.O.R.S. ELA/Reading strategies (reading/ literature circles, evidence/ elaboration, text based response)

PD Opportunity 1

Use literature circles/book clubs to read and work in small group to analyze fiction and nonfiction novels

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Reading novels ongoing

Evidence of Completion

Lesson plans Student work Journals Exit slips

G11. Improve writing proficiency by increasing instructional focus on supporting details, evidence, and elaboration.

G11.B1 FRIESS Explicit modeling of exemplary paragraph development CRAFT- Explicit modeling of exemplary persuasive techniques Tactile learning for the elaboration process Increased use of anchor sets

G11.B1.S1 FRIESS Explicit modeling of exemplary paragraph development Who: 8th grade language arts teachers; September & October What: Use popsicle sticks labeled with F.R.I.E.S.S. so that students can measure their paragraph elaboration Evidence: Text based responses and on-demand writing using FRIESS—highlighted components

PD Opportunity 1

Use popsicle sticks labeled with F.R.I.E.S.S. so student can measure their paragraph elaboration

Facilitator

Reading Coach

Participants

New teachers

Target Dates or Schedule

September/October

Evidence of Completion

Text based responses and on-demand writing using FRIESS-highlighted components

G13. Improve writing proficiency by increasing instructional focus on Summarizing and Paraphrasing Techniques within Electives' classes.

G13.B3 Students not extending or lack of background knowledge

G13.B3.S1 FRIESS (use common school strategy for all writing)

PD Opportunity 1

Use FREISS (or elements of FRIESS) as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence.

Facilitator

ELA Department Head, and Literacy Coach

Participants

All Elective Teachers

Target Dates or Schedule

when paraphrasing and summarizing

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize

G13.B3.S3 Use common tools and strategies used by ELA/Reading Teachers for summarizing and paraphrasing

PD Opportunity 1

Use summarizing and paraphrasing strategies and techniques that are practiced within the ELA/ Reading classes for reinforcement of building writing skills of the student.

Facilitator

ELA Dept. Head

Participants

Elective Teachers

Target Dates or Schedule

Throughout the school year, as it is interwoven into Electives' projects and lessons to make connections to writing.

Evidence of Completion

Information that is learned within Electives' lessons is summarized and paraphrased into writing assignments using ELA teachers techniques.

G13.B3.S5 Repetition of summarizing and paraphrasing activities within writing assignments

PD Opportunity 1

Electives' Teachers will have a common format and lesson for using summarizing and paraphrasing writing skills amongst writing assignments that apply.

Facilitator

Elective Department Head

Participants

All Elective Teachers

Target Dates or Schedule

Ongoing; the school year, as it is interwoven into Electives' projects and lessons to make connections to writing.

Evidence of Completion

Electives' classes will display paraphrasing and summarizing practice/skills of the student throughout writing assignments that apply.

G13.B7 Lack of Practice with Summarizing and Paraphrasing Skills

G13.B7.S1 FRIESS (use common school strategy for all writing)

PD Opportunity 1

Use FREISS (or elements of FRIESS) as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence when paraphrasing and summarizing)

Facilitator

Reading Coach

Participants

Elective Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize

G13.B7.S3 Use common tools and strategies used by ELA/Reading Teachers for summarizing and paraphrasing

PD Opportunity 1

Use FREISS (or elements of FRIESS) as needed to help with paraphrasing and summarizing strategies (example: students learn to use transitional words and phrases to link sentences together or flow from sentence to sentence)

Facilitator

Literacy Coach

Participants

All Elective Teachers

Target Dates or Schedule

when paraphrasing and summarizing

Evidence of Completion

Text based responses and on-demand writing using FRIESS (or elements of FRIESS) to paraphrase or summarize

G14. Improve writing proficiency by increasing instructional focus on Evidence and Elaboration Techniques within Electives' classes.

G14.B1 Inadequate instructional focus on essay development & support

G14.B1.S1 . FRIESS

PD Opportunity 1

Use F.R.I.E.S.S. so that students have a "common" writing strategy that is practiced school wide, for repetition

Facilitator

ELA Department Head and Reading Coach

Participants

Elective Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Examples: Text based responses and on-demand writing using FRIESS

G14.B1.S2 .Use common strategies that are practiced in ELA/Reading classes

PD Opportunity 1

"Common" Writing strategies, "Common" Writing lessons, "Common" writing tools, "Common" Writing activities.

Facilitator

ELA Dept. Head, and Literacy Coach

Participants

All Elective Teachers

Target Dates or Schedule

Throughout various Electives' projects/activities while making connections through writing; year long

Evidence of Completion

Student writing should show evidence and improvement of skills with "Evidence and Elaboration" ; "Common" use of strategies that are practiced in ELA/Reading will be evident in writing that pertains to "Evidence and Elaboration" in Electives' classes; examples: reviewing topic sentences and supporting detail sentences; distinguishing between facts and opinions in writing and writing objectives; how to collect information for writing purposes; how to organize information for writing purposes.

G15. Improve writing proficiency by increasing instructional focus on Note taking within the Electives' classes.

G15.B1 Inadequate instructional focus on proper Note taking skills

G15.B1.S2 Meet with ELA/Reading Teachers to discuss how note taking skills are built by students in ELA/Reading classes.

PD Opportunity 1

Create meeting times with ELA/Reading Teachers to evaluate how they help students build note taking skills within their classrooms.

Facilitator

ELA Dept. Head

Participants

Elective Teachers

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year.

Evidence of Completion

Electives' teachers will use ELA/Reading teachers note taking strategies, templates, formats, etc. as it fits in to corresponding lessons.

G15.B1.S3 Brainstorm with ELA/Reading Teachers to come up with new note taking skills that work well cross-curricular.

PD Opportunity 1

Create new note taking strategies, templates, formats that would benefit a multitude of classes/ courses/settings in collaboration with ELA/Reading teachers.

Facilitator

Literacy Coach, and ELA Dept. Chair

Participants

Elective, and Reading Teachers

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year.

Evidence of Completion

Innovative and refreshing strategies(s) will be introduced throughout the electives' and ELA/ Reading classes; created in collaboration in the form of new template(s), format(s), visual organizer(s), etc.

G15.B1.S4 Get input from ELA/Reading teachers on how to effectively incorporate note taking skills into new lessons

PD Opportunity 1

Electives' teachers will learn from the ELA/Reading teachers on how to best use…or when to use…or how to incorporate note taking strategies into lessons.

Facilitator

ELA Teachers

Participants

Elective Teachers and Reading Teachers

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as help is needed; as we create new lessons.

Evidence of Completion

Better use of note taking strategies will be seen in electives' classes.

G15.B5 Lack Collaboration between ELA/Reading and Electives

G15.B5.S1 Meet with ELA/Reading Teachers to discuss how note taking skills are built by students in ELA/Reading classes

PD Opportunity 1

Gather strategies, templates, and items used by ELA/Reading Teachers for note taking skills

Facilitator

ELA Department Chair and Reading Coach

Participants

Elective Teachers and ELA Teachers

Target Dates or Schedule

As planning time permits; ongoing; throughout the school year; as needed

Evidence of Completion

Use note taking strategies, note taking templates, and note taking items that ELA/Reading teachers use in their classes and apply them to Electives' courses, lessons, etc.; strategies, templates, and items may be tweaked by Electives' teachers to better suit the classroom setting, lesson, activities, and assignments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total	
		$0	$0
Total		$0	$0

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve writing skills by increasing instructional focus on informative writing using technology.

G1.B1 1. Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed. 2. Lack of sufficient time due to curriculum constraints. Social Studies classes are tested and evaluated using a content-based assessment. The amount of material to be covered in each course is daunting. It is difficult to justify taking 2-3 class periods to complete an additional writing assignment that will not be tested on the EOC. 3. Little time designated for team collaboration 4. Lack of writing evidence and artifacts for evaluation 5. Lack of time for conferencing

G1.B1.S1 Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed.

Action Step 1

A list is compiled and submitted to administration of technological needs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed