



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Shore Middle School
2519 BAYVIEW RD
Jacksonville, FL 32210
904-381-7440
<http://www.duvalschools.org/lakeshore>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
66%

Alternative/ESE Center
No

Charter School
No

Minority Rate
72%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
C

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Part III: Coordination and Integration	64
Appendix 1: Professional Development Plan to Support Goals	65
Appendix 2: Budget to Support Goals	75

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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Lake Shore Middle School

Principal

Ronda Cotter H

School Advisory Council chair

Danielle Kessenger

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

Name	Title
Ronda Cotter	Principal
Caleb Gottberg	Assistant Principal
Lisa Jefferson	Assistant Principal
Barry Padgett	Test Coordinator
Malvis Campbell	Dean of Students
Amanda Marion	Reading Coach
Joseph Dickinson	Math Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Ronda Cotter - Principal
 Danielle Kessenger - SAC Chairperson
 Stevie Watts - Community Member
 Catherine Strong - Faculty Member
 Shawna Hamner - Parent
 Stacey Dingman - Parent
 Patricia Taylor - Educational Support
 Jaida Scott - Student

Involvement of the SAC in the development of the SIP

SAC members reviewed the SIP and made suggestions to improve the SIP.

Activities of the SAC for the upcoming school year

SAC will review data throughout the school year. They will also follow up with the SIP to make sure that the school is meeting our goals.

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

The funds will be used to support the different programs.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ronda Cotter H

Principal

Years as Administrator: 13

Years at Current School: 6

Credentials

Bachelors Degree English Education
Masters Degree Education Leadership

Performance Record

2010-2011 maintained a C grade and moved the school 20 points.
2011-2012 maintained a C grade and moved the school 53 points.
2012-2013 Middle School Acceleration has been increased 14 points, math proficiency has increased 5 points and science has increased 6 points.

Caleb Gottberg		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Bachelor/Masters of Business Administration Masters of Educational Leadership	
Performance Record	2010-2011 maintained a C grade and moved the school 20 points. 2011-2012 maintained a C grade and moved the school 53 points. 2012-2013 Middle School Acceleration has been increased 14 points, math proficiency has increased 5 points and science has increased 6 points.	

Lisa Jefferson		
Asst Principal	Years as Administrator: 11	Years at Current School: 6
Credentials	Bachelors in Social Studies Education Masters in Educational Leadership	
Performance Record	2010-2011 maintained a C grade and moved the school 20 points. 2011-2012 maintained a C grade and moved the school 53 points. 2012-2013 Middle School Acceleration has been increased 14 points, math proficiency has increased 5 points and science has increased 6 points.	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Joseph Dickinson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Mathematics	
Credentials	Bachelors of Mathematics Education	
Performance Record	During the tenure of the coach our Algebra scores increased 14 points. Math proficiency also increased 5 points.	

Amanda Marion		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Bachelors English Education	
Performance Record	As a teacher, Ms. Marion had a 52% in student growth during the 2011-2012 school year and a 61% in student growth during the 2012-2013 school year.	

Classroom Teachers

of classroom teachers

82

receiving effective rating or higher

74, 90%

Highly Qualified Teachers

94%

certified in-field

77, 94%

ESOL endorsed

12, 15%

reading endorsed

15, 18%

with advanced degrees

21, 26%

National Board Certified

1, 1%

first-year teachers

6, 7%

with 1-5 years of experience

36, 44%

with 6-14 years of experience

28, 34%

with 15 or more years of experience

11, 13%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Lake Shore is a Professional Development School in partnership with University of North Florida. We host several interns and in turn end up hiring many of the interns who we train. Lake Shore also recruits Teach for America teachers.

In order to retain teachers, we offer year long professional development. Teachers work closely with other teachers in their Professional Learning Communities. Teachers are also encouraged to enroll in training that is offered by the district.

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

New teachers are paired with an experienced teacher who teaches the same content as the novice teacher. Lake Shore also has a National Board Certified Professional Development Facilitator who meets monthly with the novice teachers. Mentor teachers observe the novice teachers at least 3 times a year and meet with the novice teacher bimonthly.

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 team meets monthly to discuss interventions, monitor the implementation of the Response to Intervention model, and collaborate for efficiency of program. The team will provide training to faculty and staff on RtI processes. The team will meet bi monthly to engage in the following activities:

- Discuss professional development needs
- Examine and analyze data to make RtI decisions
- Monitor the fidelity of teacher involvement in the RtI process.

The Team will use a multitude of strategies and interventions to help achieve current SIP goals. The Team will analyze real time data in order to determine deficits and implement such strategies.

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

The Principal oversees all areas of the SIP. The Assistant Principals are responsible for specific subject areas. The Dean oversees all referrals and safety issues. The Test Coordinator is responsible for data and helping teachers understand the data. The Math Coach oversees math. The Reading Coach oversees reading and writing.

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

The Leadership will use CAST to observe teachers. Content Area meeting minutes will be reviewed by the team. The team will also be present in the PLC meetings. The team will review data bimonthly based off the assessments given. The team will also do a mid-year review to ensure we are meeting the goals in the SIP.

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

The school will use information gained from the 2012-2013 FCAT, Curriculum Guide Assessments, FAIR data, IOWA test results, District Time Writing prompts, i-Ready results and SRA placement results. In addition to these resources, teachers will use PLC created Baseline, Exit Slips, and Post tests.

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

The Leadership Team will host monthly meetings with content areas and teams to make sure the staff is understanding and using the data to drive their instruction. A different data piece will be shared with parents and the monthly SAC meetings. Teachers will also send home printouts to parents about their child's performance.

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: 20,000

Students are given the opportunity to remain after school to receive 1 hour of additional academic support in math, reading, writing and science. Students will then have 1 hour enrichment activities that include dancing, cheerleading, football, cooking, poetry and basketball.

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?

Students performance on Curriculum Guide Assessments will be monitored. Also, end of the year FCAT data to see if students made gains.

Who is responsible for monitoring implementation of this strategy?

Lead Teacher for the afternoon program is responsible for monitoring and implementing the strategies. The Lead Teacher then reports to the Principal

Literacy Leadership Team (LLT)

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

Name	Title
Ronda Cotter	Principal
Amanda Marion	Reading Coach
Kassandra Kieffer	Reading Teacher
Catherine Strong	Social Studies Teacher
Joseph Dickinson	Math Coach
Juanita Pickings	Language Arts Teacher
Desiree Kinard	Science Teacher
Amy Defullers	ESE teacher

How the school-based LLT functions

The team will monitor Curriculum Guide Assessments, IOWA, and DAR administrations, 8th grade writing progress and specifically writing across all content area classrooms, review SRA integration and provide additional reading strategy training support to content area teachers.

In support of the district’s reading goals and our school based reading goals, literacy team meets bi-monthly to review data and to assist the school in aligning with Curriculum Guides. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading and writing goals within our school community. Our main goal is to continuously address the instructional rigor in our reading and writing curriculum and the manner in

which it is being delivered across content and grade levels to provide next steps for improving the reading and writing achievement of our students.

Major initiatives of the LLT

Lake Shore's focus this year is writing. One of the projects this LLT will initiate is to conduct a "lesson study" on writing practices at Lake Shore. Lesson study is a professional development process that the LLT teachers will engage in to systematically examine their practices in writing, with the goal of becoming more effective instructors. To assist with our lessons the LLT has also initiated the FRIESS (Fact, Reasons, Incident, Examples, Sensory details and Statistics) concept across all ELA and social studies classrooms.

The LLT will work on reading critically in all content areas. The members of the team will ensure that the reading strategies that need to be used will be properly disseminated to all teachers.

The LLT will use teacher reflections of the content focused PLC sessions to initiate and refine the PLC process in the school.

Every Teacher Contributes to Reading Instruction

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

The Leadership Team will review teacher lesson plans and be part of the content areas PLC meetings. During the PLC meetings teachers will be explaining how reading strategies will be implemented in their daily lesson plans. The Team members will then give suggestions on how to make sure reading is involved in daily lessons.

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

Student data is disaggregated to determine who should be taking high school level classes and those students are placed in those courses. PLC's follow curriculum guides and develop lessons together to help meet the needs of the students. Core content teachers develop instructional strategies to ensure that all students are successful.

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 select which elective classes that they wish to take. Guidance counselors regularly meet with students to make sure they are on the right track with their education.

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	51%		No	56%
American Indian				
Asian	38%		No	45%
Black/African American	44%		No	50%
Hispanic	43%		No	49%
White	65%		No	69%
English language learners	21%		No	29%
Students with disabilities	51%		No	56%
Economically disadvantaged	47%		No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	228	21%	26%
Students scoring at or above Achievement Level 4	161	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	19%	24%
Students scoring at or above Level 7	62	63%	68%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	610	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	166	62%	67%

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)	[data excluded for privacy reasons]		25%
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]		13%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		11%

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	136	39%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	27	75%	82%

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	47%		No	52%
American Indian				
Asian	64%		No	68%
Black/African American	42%		No	48%
Hispanic	41%		No	47%
White	55%		No	60%
English language learners	30%		No	37%
Students with disabilities	47%		No	52%
Economically disadvantaged	44%		No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	286	27%	32%
Students scoring at or above Achievement Level 4	129	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	35	36%	41%
Students scoring at or above Level 7	43	44%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	644	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	156	58%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	148	50%	55%
Middle school performance on high school EOC and industry certifications	148	34%	39%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%		No	52%
American Indian				
Asian	64%		No	68%
Black/African American	42%		No	48%
Hispanic	41%		No	47%
White	55%		No	60%
English language learners	30%		No	37%
Students with disabilities	47%		No	52%
Economically disadvantaged	44%		No	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	51%	56%
Students scoring at or above Achievement Level 4	21	14%	19%

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	67	19%	24%
Students scoring at or above Achievement Level 4	49	14%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	31%	35%
Students scoring at or above Level 7	22	61%	66%

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)	3		7
Participation in STEM-related experiences provided for students	253	23%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	1%

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	23	2%	1%
Students who fail a mathematics course	25	3%	1%
Students who fail an English Language Arts course	20	2%	1%
Students who fail two or more courses in any subject	11	1%	0%
Students who receive two or more behavior referrals	547	49%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	323	29%	20%

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

Monthly informational meetings are used to target all parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Monthly Parent Meetings	11	1%	25%

Area 10: Additional Targets**Additional targets for the school**

Lake Shore strives to maintain a safe school. This year a Dean of Students was hired to help with discipline in and out of the classroom. A full time security guard was hired to maintain the school grounds. Lake Shore has also implemented a new hall pass policy to assist with hallway control.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of suspensions	593	48%%	35%%

Goals Summary

- G1.** Core mathematics teachers will implement the new district curriculum guides, and enrichment mathematics teachers will implement the Carnegie math program with fidelity.
- G2.** All content area teachers will implement writing strategies within their subjects to support writing goals.
- G3.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students.

Goals Detail

G1. Core mathematics teachers will implement the new district curriculum guides, and enrichment mathematics teachers will implement the Carnegie math program with fidelity.

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

- School Based Mathematics Coach
- District Specialists
- Curriculum Guides (CGs) available on district website
- Professional Development
- Administrative Support
- Common Planning in professional learning communities

Targeted Barriers to Achieving the Goal

- Lack of ability to use data to drive instruction
- Teacher's knowledge of the scope and sequence of CGs

Plan to Monitor Progress Toward the Goal

Monitor differentiated instruction in classrooms and lesson plans

Person or Persons Responsible

Math Coach, Principal and Assistant Principal

Target Dates or Schedule:

December

Evidence of Completion:

Lesson Plans and classroom observations

G2. All content area teachers will implement writing strategies within their subjects to support writing goals.

Targets Supported

- Writing

Resources Available to Support the Goal

- Common planning time available for grade level/content area
- District writing specialist and school based coach available for PD
- Budget allows for subs to cover for PD and follow up days
- Creative Writing teacher used as a resource
- English teachers to meet with content area teachers for assistance
- School writing initiatives and strategies available
- Alternating plan periods allow for observations of writing instruction

Targeted Barriers to Achieving the Goal

- Lack of original resources and examples for specific content areas.
- Some content area teachers are overwhelmed.
- Lack of writing knowledge strategies, best practices, and differentiation.

Plan to Monitor Progress Toward the Goal

Lesson plans will be reviewed for implementation on writing strategies and student work will be looked at for fidelity of strategies.

Person or Persons Responsible

Reading Coach, Principal, District Writing Coach

Target Dates or Schedule:

December

Evidence of Completion:

Student essays and lesson plans

G3. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students.

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

- Reading/Math Coach and District Support Staff including math, reading, science, ESE and ELL. Title I Resources
- Title I Resources
- Onsite Professional Development during early release

- Subject area common planning time
- Computer Carts are available to classrooms
- Tiered planning for teachers to observe other teachers

Targeted Barriers to Achieving the Goal

- Classroom Management is not consistent in each classroom preventing implementation of effective gradual release strategies.
- CAST observations rubric limits focus on Gradual Release.

Plan to Monitor Progress Toward the Goal

Professional development will be monitored, book study notes, classroom observations and lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule:

December

Evidence of Completion:

Lesson plans, classroom observations and book study questions

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Core mathematics teachers will implement the new district curriculum guides, and enrichment mathematics teachers will implement the Carnegie math program with fidelity.

G1.B1 Lack of ability to use data to drive instruction

G1.B1.S1 Training on Inform and I-ready to collect and analyze data to create small groups, stations, and focus lessons.

Action Step 1

Training on Inform to collect and analyze data.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Common Planning 8/30

Evidence of Completion

Evidence of a data notebook that is utilized on a daily basis.

Facilitator:

Math Coach

Participants:

All Math Teachers

Action Step 2

Training on I-ready data reports.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Common Planning 9/27

Evidence of Completion

Evidence of Instructional Grouping Profiles in the data notebook.

Facilitator:

Math Coach

Participants:

All Math Teachers

Action Step 3

Training on using stations to differentiate instruction.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Planning Day 10/25

Evidence of Completion

Agenda from training.

Facilitator:

Math Coach

Participants:

All Math Teachers

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

Implement ongoing support for teachers through common planning and one on one based on needs.

Person or Persons Responsible

Math Coach, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Data notebook that is used on a daily basis.

Plan to Monitor Effectiveness of G1.B1.S1

Data is used to create small groups and stations in the classroom to help close the gaps in student understanding.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data notebook, lesson plans, walkthroughs.

G1.B1.S2 Training on developing and implementing exit slips to check for understanding and drive instruction on a daily basis.

Action Step 1

Continued training on developing and implementing exit slips.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Early Release 10/23

Evidence of Completion

Agenda from training.

Facilitator:

Math Coach

Participants:

All Math teachers

Action Step 2

Continued training on using exit slip data to drive instruction on a daily basis.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Early Release 11/6

Evidence of Completion

Agenda from training.

Facilitator:

Math Coach

Participants:

Math Teachers

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

Develop exit slips during common planning and PLC time. Analyze exit slip data during common planning and PLC time.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of using data to drive instruction in the lesson plan.

Plan to Monitor Effectiveness of G1.B1.S2

Exit slips are used on a daily basis to check for understanding and drive instruction.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and walkthroughs.

G1.B1.S3 Create and integrate a focus calendar based on CGA, I-ready, and FCAT data.

Action Step 1

Develop Focus Calendar for 6th, 7th, and 8th Grade based on CGA and I-ready data.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Common Planning 11/7-11/8

Evidence of Completion

Focus Calendars

Action Step 2

Training on how to integrate focus lessons on a daily basis. Agenda from training.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Early Release 11/20

Evidence of Completion

Agenda from training.

Facilitator:

Math Coach

Participants:

Math Teachers

Action Step 3

Training on pacing to accomplish all objectives within the class period.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Common Planning 11/21-11/22

Evidence of Completion

Agenda from training.

Facilitator:

Math Coach

Participants:

Math Teachers

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

Focus lessons are apparent on a daily basis in the classroom and in lesson plans.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and walkthroughs.

Plan to Monitor Effectiveness of G1.B1.S3

Focus calendars are developed and prioritized based on data. Focus lessons are implemented on a daily basis.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Focus calendar, lesson plans, and walkthroughs.

G1.B3 Teacher's knowledge of the scope and sequence of CGs

G1.B3.S1 Professional Development on the scope of the Curriculum Guides and Lesson Guides

Action Step 1

Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides.

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Preplanning 8/14

Evidence of Completion

Agenda from PD

Facilitator:

Math Coach

Participants:

Math Teacher

Action Step 2

Use Curriculum guides and Lesson Guides to plan lessons on a daily basis.

Person or Persons Responsible

Math Coach and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

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

Implement ongoing support for teachers through common planning and one on one PD based on needs.

Person or Persons Responsible

Math Coach and AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and walkthroughs.

Plan to Monitor Effectiveness of G1.B3.S1

Curriculum Guide Assessment data reflects completion of all objectives within the nine week period.

Person or Persons Responsible

Math Coach, AP, and teachers

Target Dates or Schedule

End of each nine weeks.

Evidence of Completion

CGA data

G1.B3.S2 Professional Development on lesson planning using the Curriculum Guides and Lesson Guides

Action Step 1

Professional development on lesson planning using the Curriculum Guides and Lesson Guides

Person or Persons Responsible

Math Coach, AP, teachers

Target Dates or Schedule

Preplanning 8/14

Evidence of Completion

Agenda from PD

Facilitator:

Math Coach

Participants:

Math teachers

Action Step 2

Using the Curriculum Guides and Lesson Guides, create lesson plans and reflect on previous lessons.

Person or Persons Responsible

Math Coach and teachers

Target Dates or Schedule

Ongoing within common planning

Evidence of Completion

Lesson plans and reflections

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

Implement coaching cycle on lesson planning based on needs.

Person or Persons Responsible

Math Coach and AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G1.B3.S2

CAST evaluations reflect highly effective in Domain 1: Planning and Preparation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST Evaluations

G2. All content area teachers will implement writing strategies within their subjects to support writing goals.

G2.B1 Lack of original resources and examples for specific content areas.

G2.B1.S1 District Writing Specialist and Reading coach will create content area writing examples using school wide writing strategies.

Action Step 1

Acquire materials for writing examples

Person or Persons Responsible

District Writing Specialist, Reading Coach

Target Dates or Schedule

Before 10.14.13

Evidence of Completion

Writing examples

Action Step 2

Attend monthly PLC meetings to help create additional examples for content areas.

Person or Persons Responsible

School based coach

Target Dates or Schedule

Monthly

Evidence of Completion

Content area writing examples

Action Step 3

Establish guidelines for content area PLC writing example roll out.

Person or Persons Responsible

District Writing Specialist, Reading Coach

Target Dates or Schedule

Before 10.14.13

Evidence of Completion

Develop agenda for roll out

Facilitator:

Reading Coach

Participants:

Language Arts Teachers

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

Meet to review examples and discuss implementation of writing strategies. They will continue to monitor progress.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes

Plan to Monitor Effectiveness of G2.B1.S1

Meet during PLC to review and revise previously created examples to check for effectiveness of writing samples.

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Revised content area writing examples

G2.B1.S2 Common planning between content area teachers to create usable examples.

Action Step 1

Set agenda for the first meeting and publish agenda to content area teachers for PLC meeting

Person or Persons Responsible

School based Reading coach

Target Dates or Schedule

10/17/13

Evidence of Completion

Agenda

Action Step 2

Attend initial PLC meeting to collaborate with content area teachers to create content specific writing examples using topics within their unit

Person or Persons Responsible

School based coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher created examples

Facilitator:

Reading Coach

Participants:

Language Arts Teacher

Action Step 3

Attend PLC's to monitor progress and help create additional examples of writing-type questions

Person or Persons Responsible

School based coach

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher created examples

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

Meet weekly on Friday to provide updates and follow-up for progress within each content area. Implementation and fidelity of writing strategies will be monitored during these meetings.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G2.B1.S2

Create and infuse assignments/assessments with new writing-type questions using school wide writing strategies. Analysis of student work Student data from exit tickets and exit slips Assignments should show mastery of 70% of writing skill

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

10/17/13 and ongoing

Evidence of Completion

Analysis of student work, Student data from exit tickets and exit slips Assignments should show mastery of 70% of writing skill

G2.B2 Some content area teachers are overwhelmed.

G2.B2.S1 Create a clear plan for long term implementation and time for common planning.

Action Step 1

Will create a PLC schedule for each quarter that identifies dates for PLC meetings and a tentative agenda for each meeting.

Person or Persons Responsible

School based Reading coach

Target Dates or Schedule

10/17/13 and ongoing

Evidence of Completion

Schedule and agenda

Action Step 2

Set the agenda for the first meeting and publish the agenda for content area teachers to support implementation of instructional plan modeled.

Person or Persons Responsible

School based Reading coach

Target Dates or Schedule

Before 10/17/13

Evidence of Completion

Agenda

Action Step 3

Review calendar and agendas for the quarter to establish the new way of work, PLC norms, writing implementation and explain rationale.

Person or Persons Responsible

Content area teachers and school based Reading coach

Target Dates or Schedule

First PLC meeting and ongoing.

Evidence of Completion

Agenda

Facilitator:

Reading Coach

Participants:

Content Area Teachers

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

Will meet to collaborate on the long term calendar to facilitate the implementation of the school wide writing strategy. During weekly admin meetings, changes to the calendar/schedule can be adjusted.

Person or Persons Responsible

School based Reading coach and administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Revised calendar

Plan to Monitor Effectiveness of G2.B2.S1

Will conduct data chats using student samples. Will determine the effectiveness of the examples and lessons as well as next steps for facilitation of writing strategies.

Person or Persons Responsible

Content area teachers and school based Reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collection and revised assignments

G2.B2.S2 Provide examples of the school wide writing strategy as it applies to a specific content area.

Action Step 1

Create content area specific writing examples before the first PLC meeting

Person or Persons Responsible

District Writing Specialist and school based Reading coach

Target Dates or Schedule

Before 10/17/13

Evidence of Completion

usable examples

Action Step 2

Provide professional development regarding the school wide writing strategy during PLC using the previously created examples.

Person or Persons Responsible

School based Reading coach

Target Dates or Schedule

First PLC meeting and ongoing.

Evidence of Completion

Meeting Minutes

Facilitator:

Reading Coach

Participants:

Content Area Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Will facilitate and monitor PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly admin meetings

Evidence of Completion

Agenda

Plan to Monitor Effectiveness of G2.B2.S2

Use teacher created assessments, exit slips, and mini assessments to monitor progress of writing strategies

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Data collected from assignments and assessments

G2.B3 Lack of writing knowledge strategies, best practices, and differentiation.

G2.B3.S1 District Writing Specialist and Instructional Reading Coach can provide professional development for content areas specific to the subject area they teach to demonstrate planning, executing, and assessing writing in the class.

Action Step 1

Attend PD through common planning times to establish expectations of writing assignment. Goals for writing implementation within daily lesson plans.

Person or Persons Responsible

Content area teachers, district specialist, school based Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Written expectations and writing strategies evident within lesson plans.

Facilitator:

Reading Coach

Participants:

Content Area Teachers

Action Step 2

Design common lesson plans aligned to state standards of writing and analyze student writing data

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Writing data collected through PLC.

Action Step 3

Collaborate to create a PD schedule to establish model lesson plans, instructional material, and assessment pieces.

Person or Persons Responsible

District Writing Specialist, Reading Coach, Content area teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development schedule

Facilitator:

Reading Coach

Participants:

Content Area Teachers

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

Collect meeting minutes from PLC's to determine the fidelity of implementation of writing PD.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

Weekly on Friday

Evidence of Completion

Meeting Minutes form

Plan to Monitor Effectiveness of G2.B3.S1

Develop calendar and schedule for data collection regarding PD for content area teachers.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Data Chats, Agendas and classroom observations

G2.B3.S2 Common planning between content area teachers and English teachers/Instructional Reading Coach.

Action Step 1

Will establish common planning schedule for Early Release schedules

Person or Persons Responsible

Administration, school based Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Calendar schedule for ER training/common planning

Action Step 2

Attend and facilitate common planning between content area teachers and ELA to establish expectations, goals, and data collection protocol.

Person or Persons Responsible

School based Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Written norms established

Action Step 3

Design common lesson plans that center around state writing standards. Analyze student writing samples to collect data to determine writing fidelity

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

biweekly

Evidence of Completion

Writing lessons and data will be documented via team meeting minutes form.

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

Will use common planning to monitor writing strategies across the curriculum and share best practices

Person or Persons Responsible

Administrators, Reading Coach, teachers

Target Dates or Schedule

Early Release meetings

Evidence of Completion

Powerpoints, handouts, visuals

Plan to Monitor Effectiveness of G2.B3.S2

Will meet monthly with PLC's to monitor effectiveness of writing goals and implementation within the curriculum.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of student work, lesson plans and common studies

G2.B3.S3 Develop multiple examples of content related writing across each grade level.

Action Step 1

Use topics/subjects from content areas to create examples of how to utilize writing strategies.

Person or Persons Responsible

School based Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

List of subjects to address in writing examples

Action Step 2

Use provided models/examples to demonstrate writing strategies in class. Will create additional examples as needed.

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PowerPoint, posters, handouts with examples of content area writing .

Action Step 3

Content area teachers will provide school based coach with topics and subjects from the subject area to create examples of how to incorporate writing.

Person or Persons Responsible

Content Area teachers, Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

List of subjects to address in writing examples

Facilitator:

Reading Coach

Participants:

Content Area Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Coach will create a variety of resources for content area teachers to utilize as examples of the school wide writing plan.

Person or Persons Responsible

Reading Coach, teachers,

Target Dates or Schedule

Early Release Meetings

Evidence of Completion

PowerPoints, visuals, handouts.

Plan to Monitor Effectiveness of G2.B3.S3

Administrator will collect data from classroom observations to determine if writing strategies are being utilized within the curriculum.

Person or Persons Responsible

Administration, Reading coach

Target Dates or Schedule

Quarterly observations

Evidence of Completion

CAST data collection

G2.B3.S4 Provide time in content area PLC's to analyze and discuss student writing.

Action Step 1

Attend PLC's for content areas to establish norms/rituals & routines for implementing writing.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Written norms

Action Step 2

Plan common assignments for students to implement writing

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PLC department meeting minutes form

Action Step 3

Analyze the quality of student writing and compliance to writing strategy. Determine next steps and differentiated instruction.

Person or Persons Responsible

Content area teachers, school based coach

Target Dates or Schedule

ongoing

Evidence of Completion

Written plan for next steps and differentiated instruction.

Facilitator:

Reading Coach

Participants:

Content Area Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S4

Designate time during PLC meeting to discuss school wide writing plan and strategies using their content as a driving force.

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation on meeting minutes submitted to administration.

Plan to Monitor Effectiveness of G2.B3.S4

Administrator will review PLC meeting minutes form to collect agenda/teacher common assignments to determine the adherence to school wide writing strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC meeting minutes

G3. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students.

G3.B4 Classroom Management is not consistent in each classroom preventing implementation of effective gradual release strategies.

G3.B4.S1 Revisit teachers' training in CHAMPS and provide ongoing PD to enhance classroom management skills.

Action Step 1

Introduction of classroom management expectations during a pre-planning PD session.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 12, 2013

Evidence of Completion

Presentation and Handouts/Agenda

Facilitator:

Principal

Participants:

All teachers

Action Step 2

Development of a research-based classroom management plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

By August 19, 2013

Evidence of Completion

Classroom Management Plan Submitted to Principal

Action Step 3

Recommend and schedule CHAMPS Training for New Teachers.

Person or Persons Responsible

PDF

Target Dates or Schedule

By October 15, 2013

Evidence of Completion

Enrollment and Completion of Training

Facilitator:

District Training

Participants:

All novice teachers and teachers who are weak in classroom management

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

Finalize presentation of expectations to be delivered during pre-planning.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

August 12, 2013

Evidence of Completion

Presentation

Plan to Monitor Effectiveness of G3.B4.S1

Review the pre-planning presentation with teachers. Observe classrooms for implementation. Use CAST for a determination of implementation of school-wide classroom management practices.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST Portal, Classroom Walkthroughs.

G3.B4.S2 Make routine classroom focus visits and note inconsistencies in classroom management.

Action Step 1

Ongoing classroom visits focusing on classroom management.

Person or Persons Responsible

Principal, Assistant Principals, Coaches, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes and reflections from visits.

Action Step 2

Collaborate and seek additional strategies within the gradual release model to complement their classroom management plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Team/PLC meeting minutes.

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

Direct a schedule of ongoing classroom observations and focus walks. Schedule

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of observations

Plan to Monitor Effectiveness of G3.B4.S2

During administration meetings each week along with the leadership team, review classroom focus walks and Monday classroom reviews for fidelity of classroom management. Principal will create and distribute next steps.

Person or Persons Responsible

Principal, Assistant Principals, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Admin/Leadership Team minutes. Notes of classroom walkthroughs. Focus Walk Notes. Monday classroom element checks.

G3.B4.S3 Ensure that teacher teams and less veteran teachers are paired with mentors to assist in the development of classroom management skills.

Action Step 1

Establish teacher/mentor teams to assist in the development and implementation of effective classroom management plan.

Person or Persons Responsible

Principal, PDF

Target Dates or Schedule

August 12, 2013

Evidence of Completion

Mentor assignment roster from Principal

Action Step 2

Mentor/Teachers will collaborate to produce new classroom management plan.

Person or Persons Responsible

Principal, Assistant Principals, PDF

Target Dates or Schedule

August 12, 2013-August 19, 2013

Evidence of Completion

Management Plan

Action Step 3

Monitoring of new teacher classroom management plans.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes and reflections from visits. Debrief notes.

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Finalize the teacher/mentor teams. Roster

Person or Persons Responsible

Principal and PDF

Target Dates or Schedule

August 19, 2013

Evidence of Completion

Roster

Plan to Monitor Effectiveness of G3.B4.S3

Review progress of new teachers towards the implementation of CHAMPS and classroom management strategies. Revise as needed.

Person or Persons Responsible

Principal and PDF

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes.

G3.B4.S4 Utilize FOUNDATIONS to enhance and implement an effective classroom management plan.

Action Step 1

Designate a school Foundations Team (Safe and Civil Schools)

Person or Persons Responsible

Principal

Target Dates or Schedule

August 12, 2013

Evidence of Completion

Team Roster

Action Step 2

Revision of school safety plan

Person or Persons Responsible

Principal, Dean, Foundations Team

Target Dates or Schedule

August 12, 2013 – October 1, 2013

Evidence of Completion

School Safety Plan

Action Step 3

Monitoring fidelity of implementation of the school-safety plan complementing classroom management plans.

Person or Persons Responsible

District Support, School-Based Foundations Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reflections and Notes from Debriefs

Plan to Monitor Fidelity of Implementation of G3.B4.S4

Revise school-safety plan and provide ongoing PD.

Person or Persons Responsible

Principal, Foundations Team, District Support

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan and PD

Plan to Monitor Effectiveness of G3.B4.S4

Review and revise school safety plan based on SESIR and infraction data.

Person or Persons Responsible

Principal, Foundations Team, District Support

Target Dates or Schedule

Ongoing

Evidence of Completion

Revised Safety/Foundations plan.

G3.B5 CAST observations rubric limits focus on Gradual Release.

G3.B5.S1 Principal and School-Based Leadership Team will assess gaps in strategies and knowledge of the gradual release model in order to provide specific, ongoing professional development.

Action Step 1

Evaluate the gaps between the CAST rubric's expectation of "Highly Effective" and the gradual release model compared to gaps in teacher knowledge and expertise about the model.

Person or Persons Responsible

Principal and Leadership Team

Target Dates or Schedule

August 12, 2013 – October 25, 2013

Evidence of Completion

Principal Notes

Action Step 2

Brainstorm and collaborate on areas that need to be addressed in order for teacher to master the gradual release model. Team Notes and

Person or Persons Responsible

Principal, Leadership Team, School Based Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Team Notes

Action Step 3

Prioritize professional development and professional development materials for teachers and coaches.

Person or Persons Responsible

Principal, Leadership Team, School Based Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development agenda, Notes, and Teacher Artifacts

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

Principal will initiate a review of the gradual release model. Additionally, leadership team and coaches, will review baseline data in order to determine essential areas for teacher improvement in order to prioritize PD.

Person or Persons Responsible

Principal, Assistant Principals, School-Based Leadership Team, Coaches, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes and Priority PD List

Plan to Monitor Effectiveness of G3.B5.S1

Review of the teacher POST CAST portal and focus group input on resources and PD.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Mid-Year/End of Year

Evidence of Completion

CAST Portal and Focus Group Notes

G3.B5.S2 Principal, Coaches, and School-Based Leadership Team will review materials and prepare ongoing professional development.

Action Step 1

Book study on Gradual Release. Create a prioritized list based on strategy 1.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Principal List, Invoices, Meeting Notes

Action Step 2

Review and prepare materials for teacher professional development on Domain 2 of the CAST rubric.

Person or Persons Responsible

Principal, Leadership Team, School Based Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of professional development, Early release topics and agendas, List of materials to be distributed to teachers.

Facilitator:

Principal

Participants:

All teachers

Action Step 3

Conduct admin/leadership team book studies, research, and review of the books/professional development materials prior to issuing to teachers.

Person or Persons Responsible

Principal, Leadership Team, School Based Admin, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes and Materials Lists

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Books, PD, and Materials will be ordered, distributed and utilized in ongoing PD with teachers for classroom implementation.

Person or Persons Responsible

Principal, Assistant Principals, School-Based Leadership Team, Coaches, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Focus Walks, Classroom Observations, PD Notes, PLC/Team Meeting Minutes

Plan to Monitor Effectiveness of G3.B5.S2

Discussions and review of materials. Trial various materials with groups of teachers. Determine best practices and resources for teacher development. Implement and review effectiveness.

Person or Persons Responsible

Principal, Assistant Principals, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher reflection and feedback, classroom walkthroughs, leadership team/admin minutes

G3.B5.S3 Academic Coaches and District Specialists will provide professional development, model strategies, and debrief with tiered teachers on the implementation of the gradual release model in the classroom.

Action Step 1

Meet together to schedule and prepare early release and planning day professional development. Develop agendas, tasks, and presentations to assist teachers in acquiring the skills and knowledge needed to effectively implement the gradual release model in the classroom.

Person or Persons Responsible

Principal, Leadership Team, School Based Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentations, Notes, Topics, Teacher practices and artifacts, teacher evidence including lesson plans.

Action Step 2

Debrief and refine professional development for teachers. Model in classrooms for teachers the strategies being implemented. Teachers will participate in focus groups to assist the leadership team in creating an agenda for the following school year. Notes, Updated Agenda, Focus Group Notes, Debriefs with teachers

Person or Persons Responsible

Principal, Leadership Team, School Based Admin, District Specialists, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes, Updated Agenda, Focus Group Notes, Debriefs

Plan to Monitor Fidelity of Implementation of G3.B5.S3

Plan and provide ongoing PD to teachers on the gradual release model.

Person or Persons Responsible

Principal, Assistant Principals, Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Early release agenda, common planning agenda, observation/conference agenda, teacher focus group meeting minutes, debriefs

Plan to Monitor Effectiveness of G3.B5.S3

Review PD and teacher input to determine teacher receptiveness to training. Schedule ongoing classroom observations for fidelity of implementation.

Person or Persons Responsible

Coaches, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches Logs, Focus/Classroom Walkthrough Notes, Meeting Agendas

G3.B5.S4 Principal, School-Based Leadership Team, Coaches, and District Specialists will conduct a review of teacher implementation of the gradual release model as compared to the CAST Portal Data for next steps in the 2014-2015 school year.

Action Step 1

Assess based on the CAST DCPS Evaluation Portal the areas of improvement for the gradual release model.

Person or Persons Responsible

Principal, Leadership Team, School Based Admin

Target Dates or Schedule

Mid-Year/End of School Year

Evidence of Completion

CAST Portal, Debrief Notes

Action Step 2

Create a prioritized list of deficits to address in ongoing professional development during the Spring of 2013-2014 Fall of 2014-2015.

Person or Persons Responsible

Principal, Leadership Team, School Based Admin, District Specialists, Teachers

Target Dates or Schedule

Mid-Year/End of Year

Evidence of Completion

Notes and List. Revised PD Plan

Plan to Monitor Fidelity of Implementation of G3.B5.S4

Conduct middle of year and end of year review of implementation progress.

Person or Persons Responsible

Principal. Assistant Principals, School-Based Leadership Team, Coaches, District Specialists

Target Dates or Schedule

Mid-Year/End of Year

Evidence of Completion

Review Notes and Debrief Agenda

Plan to Monitor Effectiveness of G3.B5.S4

Compare results from Mid-Year to End of Year observation and student performance data on Curriculum Guide Assessments and the FCAT 2.0. Develop a priority plan to scaffold teacher improvement in the classroom with the use of gradual release.

Person or Persons Responsible

Principal, Assistant Principals, Leaderships Team, Coaches, District Specialists

Target Dates or Schedule

Mid-Year and End of Year

Evidence of Completion

Data from testing and CAST Portal Observation Data, Debrief Notes, Next Steps

Coordination and Integration

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

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

Title I funds are used to increase the teachers on the staff. Funds will also be used to allow students to participate in educational field trips. Finally, the Title I funds will be used to engage the parents in school activities and meetings.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Core mathematics teachers will implement the new district curriculum guides, and enrichment mathematics teachers will implement the Carnegie math program with fidelity.

G1.B1 Lack of ability to use data to drive instruction

G1.B1.S1 Training on Inform and I-ready to collect and analyze data to create small groups, stations, and focus lessons.

PD Opportunity 1

Training on Inform to collect and analyze data.

Facilitator

Math Coach

Participants

All Math Teachers

Target Dates or Schedule

Common Planning 8/30

Evidence of Completion

Evidence of a data notebook that is utilized on a daily basis.

PD Opportunity 2

Training on I-ready data reports.

Facilitator

Math Coach

Participants

All Math Teachers

Target Dates or Schedule

Common Planning 9/27

Evidence of Completion

Evidence of Instructional Grouping Profiles in the data notebook.

PD Opportunity 3

Training on using stations to differentiate instruction.

Facilitator

Math Coach

Participants

All Math Teachers

Target Dates or Schedule

Planning Day 10/25

Evidence of Completion

Agenda from training.

G1.B1.S2 Training on developing and implementing exit slips to check for understanding and drive instruction on a daily basis.

PD Opportunity 1

Continued training on developing and implementing exit slips.

Facilitator

Math Coach

Participants

All Math teachers

Target Dates or Schedule

Early Release 10/23

Evidence of Completion

Agenda from training.

PD Opportunity 2

Continued training on using exit slip data to drive instruction on a daily basis.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Early Release 11/6

Evidence of Completion

Agenda from training.

G1.B1.S3 Create and integrate a focus calendar based on CGA, I-ready, and FCAT data.

PD Opportunity 1

Training on how to integrate focus lessons on a daily basis. Agenda from training.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Early Release 11/20

Evidence of Completion

Agenda from training.

PD Opportunity 2

Training on pacing to accomplish all objectives within the class period.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Common Planning 11/21-11/22

Evidence of Completion

Agenda from training.

G1.B3 Teacher's knowledge of the scope and sequence of CGs

G1.B3.S1 Professional Development on the scope of the Curriculum Guides and Lesson Guides

PD Opportunity 1

Professional development on the scope and sequence of the Curriculum Guides and Lesson Guides.

Facilitator

Math Coach

Participants

Math Teacher

Target Dates or Schedule

Preplanning 8/14

Evidence of Completion

Agenda from PD

G1.B3.S2 Professional Development on lesson planning using the Curriculum Guides and Lesson Guides

PD Opportunity 1

Professional development on lesson planning using the Curriculum Guides and Lesson Guides

Facilitator

Math Coach

Participants

Math teachers

Target Dates or Schedule

Preplanning 8/14

Evidence of Completion

Agenda from PD

G2. All content area teachers will implement writing strategies within their subjects to support writing goals.

G2.B1 Lack of original resources and examples for specific content areas.

G2.B1.S1 District Writing Specialist and Reading coach will create content area writing examples using school wide writing strategies.

PD Opportunity 1

Establish guidelines for content area PLC writing example roll out.

Facilitator

Reading Coach

Participants

Language Arts Teachers

Target Dates or Schedule

Before 10.14.13

Evidence of Completion

Develop agenda for roll out

G2.B1.S2 Common planning between content area teachers to create usable examples.

PD Opportunity 1

Attend initial PLC meeting to collaborate with content area teachers to create content specific writing examples using topics within their unit

Facilitator

Reading Coach

Participants

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher created examples

G2.B2 Some content area teachers are overwhelmed.

G2.B2.S1 Create a clear plan for long term implementation and time for common planning.

PD Opportunity 1

Review calendar and agendas for the quarter to establish the new way of work, PLC norms, writing implementation and explain rationale.

Facilitator

Reading Coach

Participants

Content Area Teachers

Target Dates or Schedule

First PLC meeting and ongoing.

Evidence of Completion

Agenda

G2.B2.S2 Provide examples of the school wide writing strategy as it applies to a specific content area.

PD Opportunity 1

Provide professional development regarding the school wide writing strategy during PLC using the previously created examples.

Facilitator

Reading Coach

Participants

Content Area Teachers

Target Dates or Schedule

First PLC meeting and ongoing.

Evidence of Completion

Meeting Minutes

G2.B3 Lack of writing knowledge strategies, best practices, and differentiation.

G2.B3.S1 District Writing Specialist and Instructional Reading Coach can provide professional development for content areas specific to the subject area they teach to demonstrate planning, executing, and assessing writing in the class.

PD Opportunity 1

Attend PD through common planning times to establish expectations of writing assignment. Goals for writing implementation within daily lesson plans.

Facilitator

Reading Coach

Participants

Content Area Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Written expectations and writing strategies evident within lesson plans.

PD Opportunity 2

Collaborate to create a PD schedule to establish model lesson plans, instructional material, and assessment pieces.

Facilitator

Reading Coach

Participants

Content Area Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development schedule

G2.B3.S3 Develop multiple examples of content related writing across each grade level.

PD Opportunity 1

Content area teachers will provide school based coach with topics and subjects from the subject area to create examples of how to incorporate writing.

Facilitator

Reading Coach

Participants

Content Area Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

List of subjects to address in writing examples

G2.B3.S4 Provide time in content area PLC's to analyze and discuss student writing.

PD Opportunity 1

Analyze the quality of student writing and compliance to writing strategy. Determine next steps and differentiated instruction.

Facilitator

Reading Coach

Participants

Content Area Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Written plan for next steps and differentiated instruction.

G3. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students.

G3.B4 Classroom Management is not consistent in each classroom preventing implementation of effective gradual release strategies.

G3.B4.S1 Revisit teachers' training in CHAMPS and provide ongoing PD to enhance classroom management skills.

PD Opportunity 1

Introduction of classroom management expectations during a pre-planning PD session.

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

August 12, 2013

Evidence of Completion

Presentation and Handouts/Agenda

PD Opportunity 2

Recommend and schedule CHAMPS Training for New Teachers.

Facilitator

District Training

Participants

All novice teachers and teachers who are weak in classroom management

Target Dates or Schedule

By October 15, 2013

Evidence of Completion

Enrollment and Completion of Training

G3.B5 CAST observations rubric limits focus on Gradual Release.

G3.B5.S2 Principal, Coaches, and School-Based Leadership Team will review materials and prepare ongoing professional development.

PD Opportunity 1

Review and prepare materials for teacher professional development on Domain 2 of the CAST rubric.

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of professional development, Early release topics and agendas, List of materials to be distributed to teachers.

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
Total		\$0

Budget Details

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

G3. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL, ESE, and Bottom Quartile Students.

G3.B5 CAST observations rubric limits focus on Gradual Release.

G3.B5.S2 Principal, Coaches, and School-Based Leadership Team will review materials and prepare ongoing professional development.

Action Step 1

Book study on Gradual Release. Create a prioritized list based on strategy 1.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed