



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

East Lee County High School

715 THOMAS SHERWIN AVE S

Lehigh Acres, FL 33974

239-369-2932

<http://elc.leeschools.net/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 81%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

East Lee County High School

Principal

Brian Mangan

School Advisory Council chair

Monica Drew

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

Name	Title
Neketa Watson	APC
Yolaine Martin	RTTT Tech
Detres Henderson	Math LRT
Linda Gobran	Reading LRT
Tamika Woods	Science LRT
Amey Williams	Writing LRT

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

The ELCHS SAC committee includes: Chairperson, Vice Chairperson, Secretary, SAC Representative, DAC Representative, parent members, Business Representative, Administrative Representative, Community Representative, Students, Faculty and Staff. Officers must be: Chair, Parent; DAC Rep, Teacher; DAC Alternate, Staff; Not more than 49% should be District employees and 51% non-District employees. Racial differentiation is: Black, Hispanic, White and Other and are within 10% of the actual percentage rate for minority groups within our school zone.

Involvement of the SAC in the development of the SIP

The initial meeting is to elect officers, inform members of the SIP process and educate them on the SIP Plan requirements and data for the 2013-14 school year. At a subsequent meeting the SAC committee members are presented with the tentative SIP goals for the year as prepared by teachers, staff and

administration. The SAC committee has the responsibility to vote on the acceptance of the SIP goals as presented or with suggested changes.

Activities of the SAC for the upcoming school year

The SAC Committee of ELCHS has 3 main goals for each school year and others as necessary:

- To review, vote and approve the SIP Plan Goals for the school year.
- Revisit the SIP plan based on data throughout the school year. Make suggestions for improvement.
- To oversee The Teacher Grant process if funds are available for the year
- To Support ELCHS in the achievement of SIP goals and the school mission through involvement, finances when approved and promoting a successful educational environment for the students of East Lee County High School.

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

At this time there are approximately \$6,000 in the SAC account. After the completion of the SIP Plan activities, and the receipt of any funding for the 2013-14 year, the committee will discuss and vote on how the funds will be used. Each year, pending funding, the committee provides the opportunity for Teacher Grants. The Teacher Grant program strictly adheres to the uses that are directly related to the goals of the SIP Plan.

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

We continue to solicit the involvement of parents, community and business leaders to be a part of the ELCHS SIP Committee.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brian Mangan

Principal	Years as Administrator: 13	Years at Current School: 1
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Credentials

Bachelors of Science from USF. Master's Degree from FGCU in Educational Leadership.

Performance Record

Neketa Watson		
Asst Principal	Years as Administrator: 7	Years at Current School: 0

Credentials Certifications in English 6-12, Educational Leadership, Education Specialist at NOVA and School Principalship.

Performance Record

Jereme Wilson		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials Bachelor's of Science from FAMU in Math Education. Master's from NOVA in Educational Leadership.

Performance Record

Obed Morales		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials Bachelors of Science from Saint Peter's University in Math and Computer Science. Masters Degree from in Educational Leadership FGCU. Certified in Math 5-9, 6-12.

Performance Record

DeAdra Hall		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials Business Education, Master of Science in Education Leadership from NOVA.

Performance Record

Instructional Coaches

of instructional coaches
4

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

Instructional Coach Information:

Linda Gobran		
Full-time / School-based	Years as Coach: 7	Years at Current School: 0

Areas Reading/Literacy

Credentials Elementary Education 1-6 and Reading Endorsement

Performance Record

Tamika Woods		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
Areas	Science	
Credentials	Biology 6-12, Master in Educational Leadership.	
Performance Record		

Detres Henderson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Elementary Education 1-6, Middle Grades Integrated Curriculum 5-9, Mathematics 5-9, ESOL Endorsement and Masters in Educational Leadership.	
Performance Record		

Amey Williams		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Science, Other	
Credentials	Middle Grades Integrated Curriculum, English 6-12, Gifted and ESOL Endorsement.	
Performance Record		

Classroom Teachers

# of classroom teachers	96
# receiving effective rating or higher	92, 96%
# Highly Qualified Teachers	99%
# certified in-field	95, 99%
# ESOL endorsed	20, 21%
# reading endorsed	13, 14%
# with advanced degrees	25, 26%
# National Board Certified	0, 0%

first-year teachers

9, 9%

with 1-5 years of experience

26, 27%

with 6-14 years of experience

36, 38%

with 15 or more years of experience

24, 25%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

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

13

receiving effective rating or higher

13, 100%

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

The principal and APC selects and interviews only highly qualified candidates. We ensure that each candidate is certified in field. Once teachers are hired, they are paired with a mentor teacher for the year. The administration meets with teacher teachers once per month to ensure a smooth transition. The administration regularly visits their classroom rooms and provide the necessary coaching. Department heads responsible for ensure all new teacher in their department have the all the tool they need to be successful. Teacher leaders are assisting new teachers as well.

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 teachers new to the school district and new to teaching are paired with a teacher mentor that has at least 4 years of experience and has been rated Effective or Highly Effective on the teacher evaluation system. The program is named A.P.P.L.E.S. New teachers are paired with teachers in their same or similar discipline, for example a math teacher is paired with a math teacher. The rationale for pairing the teachers is to offer as much support to new teachers in their chosen fields. In order to successfully complete the requirements, new teachers will have to complete professional development in Code of Ethics, Protecting Florida Children, High Yield Strategies, and Curriculum. The mentor teachers will conduct a minimum of three classroom observations. Administration will also

conduct a minimum of 3 observations. The new teacher will also develop an individual professional development plan. They will also be required to attend monthly meetings/professional development. At the end of the program, the new teacher will have to rate effective as measured by the teacher evaluation system.

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

During the summer the A+ team gathered end of the year data from various data sources to develop reports for analysis. These reports were used to make decisions on teaching assignments and course offerings. The A+ team then assigned each teacher to a SIP development team. The SIP team meets throughout the year for monitoring of assigned SIP goal. The teams are responsible for the collection of data, monitoring the fidelity of implementation and effectiveness.

Each teacher is assigned to a professional learning community (PLC). The master schedule allows for common planning. During common planning, teachers collaborately develop lesson plans, design assessments, analyze assessment results, and develop strategies to meet the needs of all students. The PLC also monitor the effectiveness of core instruction through the use of data retrieved from the common assessments. A professional development plan is generated to accommodate the needs of the PLC. The PLC also reports findings to administration and/or department chair.

Classroom walkthroughs are conducted on a regular basis to also monitor the effectiveness of core instruction. Data retrieved from classroom walkthroughs is used to determine needed professional development. Each department is allocated a teacher leader or coach. The primary duty of the teacher leader or learning resource is to improve teaching practices and analyze data.

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

Administration – oversee the MTSS and SIP process; Coaches and Teacher Leaders – collect data; Teachers – offer intervention and insight.

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

The school-base leadership team (SBLT) meets quarterly to complete the SAPSI. The SIP PLCs meets monthly to monitor the fidelity of implementation and effectiveness.

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

Reading – FCAT reading, Empower 3000, PMRN; Math – EOC's, baseline tests, mid-year assessments; Science – baseline, midyear, and end-of-year assessments; Writing – Baseline and midyear writing, FCAT writing; Behavior – Discipline reports; Attendance – Attendance reports

Each SIP PLC is responsible for generating needed reports and analyzing. The PBS team is also responsible for generating needed reports for analyzing attendance and behavior data.

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

Professional development will be offered to teachers on a monthly basis. We will work with district support to offer professional development in differentiated instruction, WICOR strategies, PLC, data analysis, Interventions, and data-based problem solving.

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: Extended Day for All Students

Minutes added to school year: 19,800

Students will have the opportunity to get support in the core academic subjects while in tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will keep track of student's attendance and activities completed during tutoring.

Who is responsible for monitoring implementation of this strategy?

Administration will be monitoring that tutoring is happening and that all services are being provided to ensure that students are successful in the core classes.

Strategy: Before or After School Program

Minutes added to school year: 22,320

The 21st Century Community Learning centers grant has two components. One is offering a credit retrieval opportunity to all students in need of meeting graduation requirements and the other one is offering enrichment opportunities to students who will like to be part of the project based learning team with an emphasis in reading, science, math and science.

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?

Teachers from both groups will be collecting data, progress on e2020 classes and pre, mid, and post assessments, as well as progress towards meeting the goals.

Who is responsible for monitoring implementation of this strategy?

The program director will work closely with the program evaluator to ensure that the program is being followed and that goals are being met.

Literacy Leadership Team (LLT)

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

Name	Title
Brian Mangan	Principal
DeAdra Hall	AP
Neketa Watson	APC
Amev Williams	Resource Teacher (writing)
Linda Gobran	Resource Teacher (reading)
Detres Henderson	Resource Teacher (math)
Tamika Woods	Resource Teacher (science)
Mary Jo Potter	Reading Teacher

How the school-based LLT functions

The LLT group functions in the capacity of providing teachers and students the necessary professional development and curriculum resources needed to promote literacy across all content. The goal for this new school year will be to meet with the team a minimum of once a quarter or as often as necessary. The group consists of members from the core subject areas which will ensure that every department is aware of the initiatives taking place throughout the year.

Major initiatives of the LLT

Major initiatives this year is to get our students to read more and understand the value that reading and writing have on their future. We have adopted the CPS initiative brought forth by our school district that emphasizes capitalization, punctuation, and spelling. It's our goal to help students understand the importance of CPS as it relates to their school work by working to strengthen their basic writing and reading skills.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to the reading improvement of every student by ensuring that all students have the opportunity to practice the skill in their respective subject areas. Teachers implement a variety of activities in the classroom setting that require all students to read and write. DEAR is one new initiative this year that is being required across all content. Teachers continue to be trained on how to support students in their efforts to improve their current skill set. Achieve 3000 is a computer based program that has been used in the reading department for the past couple of years and now has a science component which will target students in this specific subject area. Additionally, the reading coach and other teacher leaders are available to all teachers to offer students best practices that will help to increase student learning (reading).

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

Each student is encouraged to take a CTE course. CTE teachers are required to implement reading and writing strategies into their lessons, as well as the core teachers. Teachers will receive monthly professional development to help incorporate these strategies into their lessons. This helps students to see the relationship between subject and relevance to their future.

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

School counselors meet with students twice before selecting courses. First, collectively to present information about course offerings, graduation requirements, and college and career information. Then, counselors meet each with each student individually. Students select their course for the upcoming year with the guidance of the counselors.

Strategies for improving student readiness for the public postsecondary level

Each teacher is charged with increasing the rigor in their classroom to prepare students for postsecondary study and well as required assessments. Teachers will be provided monthly professional development focusing on increasing rigor.

Also, students are encouraged to take Advanced Placement courses to improve student readiness for postsecondary study.

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	43%	32%	No	48%
American Indian		0%		
Asian		0%		
Black/African American	38%	25%	No	44%
Hispanic	40%	33%	No	46%
White	53%	39%	No	58%
English language learners	25%	4%	No	33%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	41%	31%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	244	21%	25%
Students scoring at or above Achievement Level 4	133	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	703	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	751	65%	69%

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)	98	55%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	17%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	16%	19%

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.	200	53%	58%

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	143	38%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		87%

Area 3: Mathematics**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	38%	30%	No	45%
American Indian		0%		
Asian		0%		
Black/African American	38%	27%	No	45%
Hispanic	38%	32%	No	44%
White	39%	31%	No	45%
English language learners	29%	17%	No	36%
Students with disabilities	28%	16%	No	36%
Economically disadvantaged	37%	29%	No	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	33%
Students scoring at or above Level 7		[data excluded for privacy reasons]	67%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	567	52%	56%
Students in lowest 25% making learning gains (EOC)	709	65%	69%

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.	280	74%	79%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	198	29%	37%
Students scoring at or above Achievement Level 4	22	3%	6%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	18%	30%
Students scoring at or above Achievement Level 4	35	9%	15%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	50%
Students scoring at or above Level 7		[data excluded for privacy reasons]	50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	42%	49%
Students scoring at or above Achievement Level 4	27	14%	21%

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)	0		5
Participation in STEM-related experiences provided for students	500	31%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	80	5%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		96%	100%
Students taking one or more advanced placement exams for STEM-related courses	20	1%	5%
CTE-STEM program concentrators	3		5
Students taking CTE-STEM industry certification exams	658	41%	45%
Passing rate (%) for students who take CTE-STEM industry certification exams		86%	90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	900	55%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	100	11%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		8%	15%
Students taking CTE industry certification exams	658	41%	45%
Passing rate (%) for students who take CTE industry certification exams		86%	90%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	9	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	480	30%	25%
Students in ninth grade with one or more absences within the first 20 days	169	10%	8%
Students in ninth grade who fail two or more courses in any subject	98	23%	18%
Students with grade point average less than 2.0	432	27%	20%
Students who fail to progress on-time to tenth grade	147	34%	28%
Students who receive two or more behavior referrals	800	49%	45%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	32	2%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	30	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	314	81%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	175	45%	50%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	10	100%	100%

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

We are using the Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** More CTE Industry Certifications classes will be offered to increase the opportunities for students to complete certifications.
- G2.** Students routinely engage in vocabulary building activities to demonstrate understanding of the text.
- G3.** Students follow the Capitalization, Punctuation and Spelling writing checklist in all classrooms.
- G4.** Effectively using instructional time in the classroom to ensure comprehensible instruction.
- G5.** Teachers will be effectively implementing ESOL strategies in their classroom to ensure that our students are trained to use the resources available to them.
- G6.** Increase of instructional rigor by daily implementation of reading, writing, vocabulary focus and rotation models that include emphasis on literary analysis and informational text.
- G7.** Data is analyzed on regular basis to drive instruction to improve student learning.
- G8.** Students exhibiting a pattern of non-attendance will participate in attendance awareness training and will receive mentoring.
- G9.** The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes.
- G10.** Students follow their course of studies and requirements to meet their graduation requirements.

Goals Detail

G1. More CTE Industry Certifications classes will be offered to increase the opportunities for students to complete certifications.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Collaboration among teachers
- District CTE support.
- CTE Industry Certification Tracking Spreadsheet – comparative analysis from previous years.

Targeted Barriers to Achieving the Goal

- Lack of certification areas

Plan to Monitor Progress Toward the Goal

Student completion progress

Person or Persons Responsible

SIP team, CTE department, ELLA coordinator and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Reports, agenda/minutes of meetings

G2. Students routinely engage in vocabulary building activities to demonstrate understanding of the text.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Professional Development
- Common Planning
- Science Coach to collect and analyze data
- Collaboration w/ Master Teacher for Curriculum Science (District Office)
- Common Assessments per chapter/ unit

Targeted Barriers to Achieving the Goal

- Knowledge and understanding of the 22 benchmarks tested on Biology End of Course

Plan to Monitor Progress Toward the Goal

Plan for reteaching to ensure comprehension.

Person or Persons Responsible

SIP team, ELLA team/coordinator and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Minutes/plan

G3. Students follow the Capitalization, Punctuation and Spelling writing checklist in all classrooms.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- U.S. History EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Writing Coach
- Writing Rubric
- School wide Word of the Week

Targeted Barriers to Achieving the Goal

- Lack of schoolwide consistency

Plan to Monitor Progress Toward the Goal

Implementation plan

Person or Persons Responsible

Writing LRT, ELLA team/coordinator and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

LRT log, PLC minutes

G4. Effectively using instructional time in the classroom to ensure comprehensible instruction.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- LRT
- TIF
- Common planning
- PLCs
- Cornell Notes and AVID site team

Targeted Barriers to Achieving the Goal

- Time management

Plan to Monitor Progress Toward the Goal

Chart how instruction is used in the US history classrooms.

Person or Persons Responsible

SIP team and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Charts, meeting minutes, monitoring plan.

G5. Teachers will be effectively implementing ESOL strategies in their classroom to ensure that our students are trained to use the resources available to them.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC
- EWS - Graduation

Resources Available to Support the Goal

- Handouts with ESOL strategies
- Bilingual dictionaries
- After school tutoring
- District Resources (Staff)
- Books in other languages
- Paraprofessionals

Targeted Barriers to Achieving the Goal

- The implementation of ESOL strategies

Plan to Monitor Progress Toward the Goal

Services being provided to ELL

Person or Persons Responsible

ESOL contact and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

PM reports, support services assessment

G6. Increase of instructional rigor by daily implementation of reading, writing, vocabulary focus and rotation models that include emphasis on literary analysis and informational text.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Reading coach and TIF
- EDGE
- Empower 3000
- FCAT Explorer
- PLC's and common approach planning
- Teacher mentors

Targeted Barriers to Achieving the Goal

- Rigor in reading instruction

Plan to Monitor Progress Toward the Goal

Implementation plan and data

Person or Persons Responsible

LRT, TIF, ELLA team/coordinator and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

PM reports, meeting agendas/minutes, walk through

G7. Data is analyzed on regular basis to drive instruction to improve student learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC
- STEM - High School
- CTE
- EWS - Graduation

Resources Available to Support the Goal

- Common planning
- Common assessments
- Fantasy league
- FCAT Explorer
- Mathematics LRT
- District master teacher

Targeted Barriers to Achieving the Goal

- Not utilizing data to drive instruction

Plan to Monitor Progress Toward the Goal

DI plan and student data reports of progress

Person or Persons Responsible

LRT, SIP team, ELLA team/coordinator and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Plan, agenda/minutes, and PM reports

G8. Students exhibiting a pattern of non-attendance will participate in attendance awareness training and will receive mentoring.

Targets Supported

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Mentors
- Professional Development
- Attendance awareness class
- Positive Behavior Support team
- Attendance clerk typist
- Attendance reports

Targeted Barriers to Achieving the Goal

- Lack of student motivation to attend school

Plan to Monitor Progress Toward the Goal

Analyze the data - completed vs. needing training

Person or Persons Responsible

SIP team, ELLA team/coordinator and administration

Target Dates or Schedule:

Every Three weeks

Evidence of Completion:

Attendance reports for every cycle and team meeting minutes.

G9. The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes.

Targets Supported

Resources Available to Support the Goal

- Staffing Specialist
- Unique curriculum
- Adequate paraprofessional support
- Processes in place
- TIF
- Access to district level support
- Behavior, Autism, Speech & Language, Occupational, Physical Specialists and ESE nurse
- Assistive technology
- Supplemental materials using technology

Targeted Barriers to Achieving the Goal

- Significant disabilities impeded the rate of skill mastery

Plan to Monitor Progress Toward the Goal

Student performance towards their goals as per individual goals

Person or Persons Responsible

SIP team and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data reports and walk through

G10. Students follow their course of studies and requirements to meet their graduation requirements.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Career center running all day
- Graduation coaches
- Guidance counselors

Targeted Barriers to Achieving the Goal

- Testing requirements

Plan to Monitor Progress Toward the Goal

Student plans to ensure that students are working towards the requirements

Person or Persons Responsible

Graduation LRT, SIP team, ELLA coordinator and administration

Target Dates or Schedule:

At the end of the semesters

Evidence of Completion:

Graduation list and plans

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. More CTE Industry Certifications classes will be offered to increase the opportunities for students to complete certifications.

G1.B1 Lack of certification areas

G1.B1.S1 Continual emphasis stressing the importance of CTE Industry Certifications for the students, staff and school collectively.

Action Step 1

Automotive, Welding, physical science, intro to IT, building and construction, TV broadcasting will visit each other classes.

Person or Persons Responsible

All CTE teachers

Target Dates or Schedule

Beginning Sept. 23

Evidence of Completion

Log of visits and lesson plans

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

Collaboratively tracking data for classroom visitations

Person or Persons Responsible

Classroom teachers and SIP goal team

Target Dates or Schedule

1 week of visitations in second and third quarter; monthly meetings

Evidence of Completion

Spreadsheet (with class/teacher participation)

Plan to Monitor Effectiveness of G1.B1.S1

Student progress towards certification

Person or Persons Responsible

LRT, TIF, ELLA coordinator and administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Test taken/progress/passed, PLC meeting agenda/minutes

G2. Students routinely engage in vocabulary building activities to demonstrate understanding of the text.

G2.B1 Knowledge and understanding of the 22 benchmarks tested on Biology End of Course

G2.B1.S5 Transformation of benchmarks into test questions

Action Step 1

PLC to develop common assessments.

Person or Persons Responsible

Life science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, Minutes and test items.

Facilitator:

District Master Science Teacher

Participants:

Life science teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S5

Assessments are being developed and implemented in classrooms.

Person or Persons Responsible

Resource teacher, ELLA team, ELLA coordinator and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Performance Matters Report and lesson plans.

Plan to Monitor Effectiveness of G2.B1.S5

Students performance report of common assessments.

Person or Persons Responsible

SIP Goal team, ELLA team/coordinator, ELLA coordinator and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Performance matters report.

G3. Students follow the Capitalization, Punctuation and Spelling writing checklist in all classrooms.

G3.B1 Lack of schoolwide consistency

G3.B1.S3 Focus on CPS during lesson

Action Step 1

Using CPS during lessons

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and student produced work.

Facilitator:

Amey Williams

Participants:

All classroom teachers

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

Use of CPS writing checklist

Person or Persons Responsible

Writing LRT and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of G3.B1.S3

Implementation of CPS

Person or Persons Responsible

Writing LRT, ELLA team/coordinator and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk throughs and lesson plans

G4. Effectively using instructional time in the classroom to ensure comprehensible instruction.

G4.B1 Time management

G4.B1.S1 Teachers will use all the instructional time to promote an environment of learning and success.

Action Step 1

Bell to bell instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, rigorous assignments/ grades and walk through

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

Students are engaged in cornell notes and other WICOR strategies.

Person or Persons Responsible

LRT, TIF, PLCs, and AVID site team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, student notebook, walk through

Plan to Monitor Effectiveness of G4.B1.S1

Students are engaged for 80 minutes in all classes.

Person or Persons Responsible

AVID site team. SIP team and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agenda/minutes, walk through forms.

G5. Teachers will be effectively implementing ESOL strategies in their classroom to ensure that our students are trained to use the resources available to them.

G5.B2 The implementation of ESOL strategies

G5.B2.S1 Teachers use ESOL strategies daily to ensure comprehensible instruction.

Action Step 1

Use of ESOL strategies

Person or Persons Responsible

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

ESOL poster, lesson plans

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

Comprehensible instruction for all ELL

Person or Persons Responsible

ESOL contact and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and walk through

Plan to Monitor Effectiveness of G5.B2.S1

ELLs success in the core classes

Person or Persons Responsible

LRT, TIF, ESOL contact and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Grade reports and PLC meeting and minutes

G6. Increase of instructional rigor by daily implementation of reading, writing, vocabulary focus and rotation models that include emphasis on literary analysis and informational text.

G6.B1 Rigor in reading instruction

G6.B1.S4 Rigorous activities and assessments across all content

Action Step 1

Rigorous assignments/assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, test items.

Facilitator:

District Reading Master teacher

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Strategies used in class

Person or Persons Responsible

LRT, TIF and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, PLC agendas/minutes

Plan to Monitor Effectiveness of G6.B1.S4

Data

Person or Persons Responsible

LRT, TIF, ELLA team/coordinator and administration

Target Dates or Schedule

Monthly

Evidence of Completion

PM reports and meeting minutes

G7. Data is analyzed on regular basis to drive instruction to improve student learning.

G7.B2 Not utilizing data to drive instruction

G7.B2.S1 Data chats will take place in the classroom to promote learning and teaching.

Action Step 1

Data chats

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data graphs and lesson plans

Facilitator:

District Master Math teacher

Participants:

Classroom teachers

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

Data on chats and student progress on content

Person or Persons Responsible

LRT, TIF and SIP goal team

Target Dates or Schedule

Monthly

Evidence of Completion

Student grade reports and agenda/minutes

Plan to Monitor Effectiveness of G7.B2.S1

Differentiated instruction driven by data chats and common assessments

Person or Persons Responsible

SIP team, ELLA team/coordinator and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, walk through

G8. Students exhibiting a pattern of non-attendance will participate in attendance awareness training and will receive mentoring.

G8.B6 Lack of student motivation to attend school

G8.B6.S1 Students that exhibit patterns of non attendance will receive training in attendance awareness.

Action Step 1

Attendance awareness class

Person or Persons Responsible

Mr. Wilson

Target Dates or Schedule

Mondays, Wednesday and Fridays during the month of September and January.

Evidence of Completion

Student Sign in and presentation

Plan to Monitor Fidelity of Implementation of G8.B6.S1

List of attendees

Person or Persons Responsible

SIP team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agenda and minutes.

Plan to Monitor Effectiveness of G8.B6.S1

List of attendees

Person or Persons Responsible

SIP team, ELLA team/coordinator and administration

Target Dates or Schedule

Monthly

Evidence of Completion

List of students who completed the training

G9. The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes.

G9.B4 Significant disabilities impeded the rate of skill mastery

G9.B4.S1 Increase the opportunities for practice of skills.

Action Step 1

Utilizing the paraprofessionals to reinforce the content presented in an individual or small group; increase multi modal presentation of instruction and practice

Person or Persons Responsible

LS and FS teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plan and individual paraprofessional schedule

Action Step 2

Utilizing the paraprofessionals to reinforce the content presented in an individual or small group; increase multi modal presentation of instruction and practice

Person or Persons Responsible

LS and FS teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plan and individual paraprofessional schedule

Action Step 3

Utilizing the paraprofessionals to reinforce the content presented in an individual or small group; increase multi modal presentation of instruction and practice

Person or Persons Responsible

LS and FS teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plan and individual paraprofessional schedule

Action Step 4

Utilizing the paraprofessionals to reinforce the content presented in an individual or small group; increase multi modal presentation of instruction and practice

Person or Persons Responsible

LS and FS teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plan and individual paraprofessional schedule

Plan to Monitor Fidelity of Implementation of G9.B4.S1

One-on-one time and small group instruction

Person or Persons Responsible

TIF and SIP team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, para schedules and walk through

Plan to Monitor Effectiveness of G9.B4.S1

Pre and post data in Unique lessons

Person or Persons Responsible

TIF, SIP team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Unique progress report

G10. Students follow their course of studies and requirements to meet their graduation requirements.

G10.B2 Testing requirements

G10.B2.S4 Meet with students to discuss graduation requirements and ways to work towards achieving those requirements.

Action Step 1

Graduation requirements presentation

Person or Persons Responsible

School Counselors

Target Dates or Schedule

September 9-20.

Evidence of Completion

Powerpoint presentation and schedule of presentations.

Plan to Monitor Fidelity of Implementation of G10.B2.S4

Completed presentations

Person or Persons Responsible

APC and school counselors

Target Dates or Schedule

September 20th and individual meetings as needed and with new seniors.

Evidence of Completion

Class roster of students in attendance.

Plan to Monitor Effectiveness of G10.B2.S4

Students needing to meet the grade, GPA and testing requirements

Person or Persons Responsible

Graduation LRT, SIP team, ELLA coordinator and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lists of graduating students and meeting log

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 will be used to help secure highly qualified teachers, increase parent involvement, provide tutoring, and professional development to improve instruction and increase achievement.

Title II funds will be used to provide professional development directly aligned to our SIP and school goals.

Title III will be used to provide services to ELL students as per the SIP goals.

SAI will be used to help secure HQT and to provide focused instruction and increase achievement of the lowest quartile.

CAPE funds will be used to enhance CTE programs on campus.

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. Students routinely engage in vocabulary building activities to demonstrate understanding of the text.

G2.B1 Knowledge and understanding of the 22 benchmarks tested on Biology End of Course

G2.B1.S5 Transformation of benchmarks into test questions

PD Opportunity 1

PLC to develop common assessments.

Facilitator

District Master Science Teacher

Participants

Life science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, Minutes and test items.

G3. Students follow the Capitalization, Punctuation and Spelling writing checklist in all classrooms.

G3.B1 Lack of schoolwide consistency

G3.B1.S3 Focus on CPS during lesson

PD Opportunity 1

Using CPS during lessons

Facilitator

Amey Williams

Participants

All classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and student produced work.

G6. Increase of instructional rigor by daily implementation of reading, writing, vocabulary focus and rotation models that include emphasis on literary analysis and informational text.

G6.B1 Rigor in reading instruction

G6.B1.S4 Rigorous activities and assessments across all content

PD Opportunity 1

Rigorous assignments/assessments

Facilitator

District Reading Master teacher

Participants

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, test items.

G7. Data is analyzed on regular basis to drive instruction to improve student learning.

G7.B2 Not utilizing data to drive instruction

G7.B2.S1 Data chats will take place in the classroom to promote learning and teaching.

PD Opportunity 1

Data chats

Facilitator

District Master Math teacher

Participants

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data graphs and lesson plans