



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Julia Landon College Preparatory & Leadership
Development School

1819 THACKER AVE

Jacksonville, FL 32207

904-346-5650

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

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
20%

Alternative/ESE Center
No

Charter School
No

Minority Rate
37%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	35
Part III: Coordination and Integration	93
Appendix 1: Professional Development Plan to Support Goals	94
Appendix 2: Budget to Support Goals	101

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

Julia Landon College Preparatory & Leadership

Principal

Sara Bravo E

School Advisory Council chair

Lisa Marie Winslow

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

Name	Title
Sara Bravo	Principal
Talya Taylor	Assistant Principal
Matt Hemphill	Assistant Principal
Kristie Putnal	Test Chairperson
MiChelle Bourgholtzer	ISSP Teacher

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

Ms. Sara Bravo, Principal Julia Landon

Ms. Lisa Marie Winslow, SAC Chair

Dr. Gary Hunter, SAC Vice Chair

Ms. Talya Taylor, APC Julia Landon, SAC secretary appointed by principal, non-voting member

Mr. Gary Webber, Community Member, appointed by principal

Ms. Stacey Johnson, Teacher

Ms. Diana Overby, Teacher

Ms. TeRona Feacher, Parent

Mr. Craig Sommers, Parent

Ms. Bambi Bailey, Parent

Ms. Janet Taylor, Parent

Mr. Wayne Young, Parent

Ms. Marisa Carbone, Parent

Ms. Angela Baker-Forbes, Parent
Ms. Ebru Bilgili, Parent
Ms. Marianne Aho, Parent
Ms. Kristie Dorning, Community Stakeholder from San Marco Library

Involvement of the SAC in the development of the SIP

Over the course of a school year, parts of the School Improvement Plan are reviewed with SAC beginning in October. The group provides input and suggestions to the principal who utilizes this information in the creation of the School Improvement Plan for the following school year. The Julia Landon SACs have historically been very interested in documenting the programs and initiatives that assist and support the largest number of students and focus their funding decision making on this piece as well. In the 2012-2013 school year, the SAC expressed the importance of school security and safety to the principal, and will be thrilled to see the addition of a school security guard on staff for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

The School Advisory Council at Julia Landon meets monthly with the principal and two teachers who all serve as members along with one assistant principal who serves as the SAC secretary and is a non-voting member. The focus of SAC is to assist the principal in the continuous review of school goals and progress and to advise any next steps that may need to occur. Each month new data regarding student learning gains are reviewed - this year the assessments reviewed with include the IOWA Reading Assessment, Curriculum Guide Baseline Assessments, District Writing Prompts and Curriculum Guide Post Assessments. The monthly SAC agenda includes standing agenda items that also include determinations on how SAC chooses to spend School Improvement Funds, a breakdown of the school improvement plan for review, an analysis of school disciplinary data, parent involvement data and school climate survey data. The school budget is also reviewed with SAC and this discussion includes position placement and decision-making within the district budget allocation plan.

Once a month one school highlight is shared with SAC by way of students. Some examples in the past have included the viewing of student leadership videos, reenactment of scenes by the Drama Club, student poetry readings and displays of visual art pieces created by students.

SAC members are encouraged to participate in recruitment events for Julia Landon that generally occur during the months of January and February. Some examples include Magnet Mania, school tour evenings and prospective parent informational events.

Based on the feedback from the first SAC meeting this year, held on September 6, 2013, the members have expressed a great deal of interest in a more usable media center, even without an allocation for a media specialist. They are working on angles to recruit volunteers to work within our school media center for the betterment of the students. They would also like to explore fundraiser opportunities that would allow SAC to financially support the needs of the Julia Landon teachers, even without the inclusion of School Improvement funds for the 2013-2014 school year.

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

At the present time, 9/3/13, school improvement funds available to SAC have not been allocated. A SAC funds teacher request protocol is an established part of Julia Landon. If funds are made available, teachers submit a funds request to the Assistant Principal who serves as the secretary and administrative liaison to SAC. The funds requests are presented at each monthly meeting. The committee discusses and votes on each fund request. Historically, even if the SAC decides not to fund the entire request, they always look for a way to support the teacher(s) by providing partial funding.

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:**Sara Bravo E**

Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

B.A. (Social Sciences)
M.A. (Educational Leadership)
Certifications include Secondary Social Science Education and Educational Leadership School Principal (All Levels)

Performance Record

Principal: Julia Landon Middle 2012-2013
(Grade A) / Increase of 9 total points in FCAT score
Assistant Principal: Julia Landon Middle 2011-2012
(Grade A) / Increase of 136 total points in FCAT score
Assistant Principal: Julia Landon Middle 2010-2011
(Grade A) / Increase of 14 total points in FCAT score
Assistant Principal: Julia Landon Middle 2009-2010
(Grade A) / AYP Met
Assistant Principal: Julia Landon Middle 2008-2009
(Grade A) / AYP Met
Assistant Principal: Landon Middle School April 2008-2008
(Grade C) / AYP Not Met

Talya Taylor

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

B.A. (Communications with a specialization in Public Relations)
M.A. (Curriculum and Instruction K-12)
Certifications include: English 5-9 and Educational Leadership

Performance Record

Assistant Principal: Julia Landon Middle School 2012-2013
Grade A / Increase of 9 total points in FCAT score)
School Instructional Coach: Highlands Middle School 2011-2012
(Grade C) / Increase of 95 total points in FCAT score
School Reading Coach: Highlands Middle School 2010-2012
(Grade D)

Matt Hemphill

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

B.F.A. Theater Fine Arts
 M.Ed. Education Administration
 Certifications Include: K-3 Elementary Education, Theater Arts,
 Educational Leadership

Performance Record

IB Coordinator: Stanton College Prep High School
 90% IB Pass Rate 2009-2010
 115 of 128 IB Diplomas awarded IB Coordinator: Stanton College
 Prep High School
 84% IB Pass Rate 2010-2011
 114 of 135 Diplomas awarded IB Coordinator: Stanton College
 Prep High School
 84% IB Pass Rate 2011-2012
 123 of 146 Diplomas awarded IB Coordinator: Stanton College
 Prep High School
 Pass Rate and Diplomas Awarded Pending for 2012-2013

Classroom Teachers**# of classroom teachers**

37

receiving effective rating or higher

34, 92%

Highly Qualified Teachers

84%

certified in-field

9, 24%

ESOL endorsed

5, 14%

reading endorsed

4, 11%

with advanced degrees

11, 30%

National Board Certified

4, 11%

first-year teachers

0, 0%

with 1-5 years of experience

16, 43%

with 6-14 years of experience

10, 27%

with 15 or more years of experience

11, 30%

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

Teachers at Julia Landon are asked to communicate knowledge of any potential candidates for future hire to members of the school-based leadership team. The Leadership Team reviews the district teacher transfer list at the close of each school year to determine any potential openings AND to gain a pulse on the quality of candidates that could be applicants for the following school year. Julia Landon actively participates in all district recruitment events as they are made available. Teachers currently on staff are given consistent feedback and support from the school Leadership Team regarding instructional focus, PLC-driven collaboration, best practices and ongoing professional development. A change all DCPS teachers are adjusting to in the 2013-2014 school year is being allocated one 90 minute planning period each day. Teachers now have the opportunity to plan with their Professional Learning Community colleagues to plan lessons, analyze data and make instructional decisions within contractual hours, something previously deemed a luxury. This additional and adjusted planning time will encourage teachers to remain in this important profession. The school-based leadership team, comprised of the principal, two assistant principals, test chairperson and ISSP teacher are all responsible for supporting teachers and maintaining a high level of teacher retention at Julia Landon. District content specialists also provide a great deal of support, providing professional development at the school site, visiting classrooms and providing feedback both directly to teachers and to the school based leadership team.

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

Julia Landon has one teacher and one school counselor in need of an assigned mentor for the 2013-2014 school year.

Amy Warren, school counselor, paired with Judith Kelly, senior Guidance Counselor

We have two school counselors and they work closely together each day. It is a natural pairing.

Corinne Singer, 8th grade Algebra teacher, paired with Jean Spiwak, veteran Algebra and Geometry teacher

Ms. Singer and Ms. Spiwak formed an immediate bond and have been planning together since pre-planning.

The pairing was curriculum-based and viewed as favorable by both educators.

The school Professional Development Facilitator, Monica Knighton, meets monthly with the mentors

and mentees to both support their collaborative work and communicate information that she has been given from the district. Ms. Knighton works closely with the principal to ensure that all new teachers have the correct number and duration of observations/evaluations as required in their MINT plans. The PDF and the principal also have access to the district MINT coordinator assigned to the school and have engaged in an initial meeting to date.

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

FCAT Data and 2013 AP3 FAIR Data provides baseline scores for initial scheduling of students. With the benefit of new assessments this year such as the IOWA reading assessment, SRA assessments for Enrichment Reading level 1 and 2 students, CGA Baselines in all core areas and ongoing CGA quarterly benchmark assessments completed at the close of each quarter.

New student data is reviewed on a weekly basis at both Tuesday Administrative Leadership Meetings (tardy data, disciplinary data) and Friday Data Meetings with the Assistant Principals and Test Chair (all academic student data sources). Weekly PLC Planning meetings involve use of student data sheets and analysis of this ongoing data specific to the various content areas, always with the inclusion of reading as a focus. Bi-monthly Early Release PLC meetings and grade level meetings have standing agenda items that include the analysis and instructional planning use of all sources of student data.

Administration conducts weekly pop-in visits using a rotating schedule to ensure the consistent progress monitoring of classroom-based instruction. Data notebooks and lesson plans are reviewed weekly by administration. Standing agenda items for PLC and Grade Level meetings include the review, analysis and use of ongoing data sources to identify trends, plan accordingly and adjust/streamline instruction for whole groups, small groups and individual students. Teachers express the need for support to the administrator who serves as the liaison for that PLC, to the PLC Lead teacher or directly to the principal. The lead then determines the need for school-based professional development using in-house expertise and/or peer visitation OR requests district-based support.

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

Principal: Reviews all school-wide data through weekly Friday Data meetings and Tuesday Administrative Leadership Meetings, provides training and guidance to leadership and staff on the use of this data and works directly with the guidance counselors, test chair, APs and PLC Lead Teachers to ensure school-wide implementation, uses data to drive appropriate interventions and observes RtI interventions to determine efficacy.

Assistant Principal for Curriculum/ELA PLC Liaison: Determines student placement in courses to ensure appropriate class-based levels of intervention (i.e. Tier 1, 2, 3) is in place and makes appropriate adjustments to students' schedules as determined by student data. Assesses small group and individual student needs along with Reading and ELA teachers for usage and modification of reading enrichment programs and levels. Oversees the implementation of SRA implementation and novel-based studies within all Reading Enrichment courses (levels 1, 2 and 3).

Assistant Principal: Facilitates and supports MTSS implementation within grade level teams and PLCs, monitors and assesses interventions through classroom visitations and serves as a communication liaison for parents and students in the MTSS process.

Test Chairperson/Math PLC Lead Teacher: Assesses small group and individual student needs for usage and modification of particular technology-based instructional programs such as iReady and Reflex Math, answers teachers' questions and concerns on implementation of interventions, conducts small group work sessions with students, ensures that these interventions are data-driven and facilitates the learning

and understanding of math-based interventions school-wide. Oversees the implementation of Carnegie Math implementation within Enrichment Math courses at all three grade levels.

Guidance Counselors: Visits PLC and Grade Level Meetings to communicate updates on MTSS-based decision making, assist ESE teacher in the collection and disaggregation of student data to support Tier 1, 2 and 3 interventions.

Exceptional Education Teacher: Works daily with individual students and with small groups of students who may be moving through Tier 1 or Tier 2 interventions, works individually with any Tier 3 students, works with guidance counselors and all teachers to coordinate these interventions.

ISSP Teacher/Student Services Lead: Works daily with students displaying the need for behavioral interventions. Records tardies, absences and tracks overall attendance trends that could contribute to a students' need for behavioral MTSS interventions. Works consistently with teachers and the leadership team to determine ongoing needs for students moving through various Tiers of MTSS.

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

The Leadership Team members meet weekly and MTSS oversight occurs primarily during Friday Data meetings. Members of the team gather data from PLCs, CGAs, IOWA Reading, SRA Reading, Carnegie Math and iReady assessments along with the use of FCAT data throughout each month and bring the ongoing layers of data to each Friday meeting. During these meetings a standing agenda is used which includes the above data sources and an overview of school-wide MTSS implementation. An analysis of new student data is conducted and individual student progress is recorded. Trends are noted any data on students in need of Tier 2 or Tier 3 interventions and services are reviewed to determine necessary supplemental interventions.

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

FCAT Data and 2013 AP3 FAIR Data provides baseline scores for initial scheduling of students. With the benefit of new assessments this year such as the IOWA reading assessment, SRA assessments for Enrichment Reading level 1 and 2 students, CGA Baselines in all core areas and ongoing CGA quarterly benchmark assessments completed at the close of each quarter.

New student data is reviewed on a weekly basis at both Tuesday Administrative Leadership Meetings (tardy data, disciplinary data) and Friday Data Meetings with the Assistant Principals and Test Chair (all academic student data sources). Weekly PLC Planning meetings involve use of student data sheets and analysis of this ongoing data specific to the various content areas, always with the inclusion of reading as a focus. Bi-monthly Early Release PLC meetings and grade level meetings have standing agenda items that include the analysis and instructional planning use of all sources of student data.

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

The school-based leadership team communicates consistently to increase understanding and depth of knowledge regarding the implementation of RtI using new student data. MRT monthly meetings offer the opportunity to gain guidance and support from district personnel with a great expertise in exceptional education and the differentiation of instruction to meet the needs of all students.

Teachers attend all 504 and IEP meetings to address ongoing updates necessary for all students legally requiring instructional and planning accommodations.

Guidance Counselors will attend monthly Grade Level meetings with teachers to provide the information and support needed by teams of teachers. The ESE instructor also rotates through each monthly grade level meeting.

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: Weekend Program

Minutes added to school year:

Development of a Saturday program through February, March and April targeting bottom quartile students in the areas of Writing and Reading. Two Writing Workshops will be held prior to the 8th Grade FCAT Writes Assessment in February, 2014.

Math support will be provided for Bottom Quartile students as well, including all level 3 math students enrolled in Enrichment Algebra. Saturday schools will continue after the FCAT for Math students preparing to take the Algebra and Geometry End of Course Exam in May, 2014.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

During the 2012-2013 school year, all students testing into the bottom quartile in math and/or reading according to the 2012 FCAT Assessments were invited and strongly advised to attend Saturday sessions prior to the FCAT and EOC timeframes. Additional students were invited on an individual basis by teachers and the leadership team through the use of ongoing CGA data and GPA performance data. The level of effectiveness using this method was determined to be strong due to the increase in reading gains and bottom quartile reading gains school-wide, the increase in bottom quartile math gains school-wide and the school-wide 100% pass rate on the Algebra and Geometry End of Course Exams. Therefore, the same strategy will be utilized in the 2013-2014 school year for Saturday School invitations and implementation.

Who is responsible for monitoring implementation of this strategy?

The Leadership Team, mainly including the principal, Assistant Principals, Test Chair and PLC Lead Teachers, are responsible for monitoring the implementation and effectiveness of this strategy through weekly data review meetings and PLC Planning meetings with all teachers on a routine basis.

Strategy: Before or After School Program**Minutes added to school year:**

Community Education is a paid-program at Julia Landon serving students each week day from dismissal to 5:15pm. Students are placed in classes with a 25:1 teacher/student ratio and given support for homework, exposure and access to necessary technology and the opportunity to work together on group projects. One teacher and one guidance counselor serve as co-directors of the program.

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?

The co-directors sent quarterly community education student reports to the faculty. Teachers are asked to review these attendance lists and send the directors any information that would support the work these students are doing during their time in the community education program. The co-directors also review ongoing students data recorded for all their program students to determine the levels of support needed for these students on a daily basis. Program teacher placement is also determined through grade level, ongoing data and behavioral trends.

Who is responsible for monitoring implementation of this strategy?

The co-directors are responsible for the daily implementation of the program's effectiveness and meet weekly with the Assistant Principal overseeing the program. The principal is briefed bi-monthly on the status and success of all students in the Community Education program to consistently determine program effectiveness.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Sara Bravo	Principal
Talya Taylor	Assistant Prinicipal
Matt Hemphill	Assistant Principal
Kristie Putnal	Test Chair/Math PLC Lead Teacher
Kimberly Fifield	ELA PLC Lead Teacher
Erin Conklin	Social Studies PLC Lead Teacher
Christopher Johnson	Science PLC Lead Teacher
Erin Mah	Electives PLC Lead Teacher/ELA Certified
Monica Knighton	8th Grade Enrichment Reading Teacher
PeTika Tave	7th Grade Enrichment Reading Teacher
Sandra Platock	6th Grade Enrichment Reading Teacher
Amylee Wells	8th Grade Creative Writing Teacher/8th Grade ELA Teacher

Name	Title
Melissa Metz	District Reading Specialist assigned to our school as a means of "soft support"

How the school-based LLT functions

The school-based LLT functions by meeting on a bi-monthly basis to review ongoing reading and writing data. This data includes FCAT, IOWA, Writing Prompts, SRA and ongoing CGA baseline and post assessments. These pieces of data are discussed at weekly Friday data meeting with the principal, Assistant Principals and Test Chair. Every two weeks the data is analyzed with the remainder of the LLT. LLT members guide individual teaching staff in making instructional modifications as a result of data analysis. Additionally, the LLT guides major initiatives and rollouts regarding school-based literacy topics. Twice a month the district reading specialist visits our school, meets with the Assistant Principal serving as the Reading/ELA liaison, walks classrooms and provides objective feedback. This feedback is discussed at both the weekly and bi-weekly meetings noted above.

Major initiatives of the LLT

The major initiatives of the LLT this school year will be continuing the momentum created during the 2012-2013 school year with moving the overall reading gains and bottom quartile reading gains at all three grade levels. School-wide reading proficiency went stagnate, so moving our highest level students to contribute to this status is also a priority. Bottom quartile reading students at Julia Landon include level 3 readers, and this year, every level 3 reader is enrolled in a Reading Enrichment 3 course, heavily focused on novel studies and exposure to fiction and non-fiction text. Students at lower reading levels and in need of more intensive interventions are now enrolled in more specifically formatted courses, either Reading Enrichment 1 or 2, that are more tailored to meet their needs. A new role of the LLT will be the continued analysis of the incoming reading data and the fluid placement of students within the Reading Enrichment Levels to better serve their continually changing needs.

Every Teacher Contributes to Reading Instruction

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

At Julia Landon, the teaching and implementation of reading strategies is non negotiable. Reading strategies and the incorporation of reading instruction into each core and elective content area and are part of the practiced rituals and routines of every teacher in our school.

All ELA, Reading and Social Studies teachers use current FCAT Data, 2013 AP3 FAIR data and now the impending IOWA and SRA reading data to differentiate their instruction to meet the needs of all students. Half of all the elective teachers in the school, including each grade level leadership teacher use Reading Strategy-focused bell ringers on a daily basis in an effort to reach those students who most benefit from the continual exposure to reading instruction. Every student at Julia Landon is enrolled in a year long leadership course without exception.

The LLT monitors the implementation and infusion of reading strategies school-wide through weekly pop-in visits, CAST informal and formal observations and ongoing dialogue through PLCs. Additionally, all Julia Landon teachers engage in monthly peer visitations and quarterly lesson studies to learn from one another's expertise and assist their peers in continued professional growth and development.

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

Elective courses at Julia Landon all provide real world application experiences for students.

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

The course for which we are able to provide student input at the close of each school year is Spanish I. Students moving into grade seven are able to request placement in Spanish I, which they commit to take in both seventh and eighth grade. After completing two full years of this course, they leave Julia Landon with a High School credit in Spanish. Eighty seats are held each year for rising seventh graders and with request forms time and date stamped, students are given access to this opportunity course.

Strategies for improving student readiness for the public postsecondary level

Vertical planning will occur with greater intent due to the feeder pattern nature of current principal and assistant principal meetings. Magnet recruitment involves the communication of preparation strategies for Julia Landon students to matriculate to Stanton College Prep, Paxon School for Advanced Studies and Darnell-Cookman School for the Medical Arts. Critical thinking strategies such as the integration of political cartoons, DBQs and socratic seminars are common-place and expected within all Reading, ELA and Social Studies classes at Julia Landon. All Julia Landon students must successfully complete High School Algebra evidenced by a passing score on the State Algebra End of Course Exam upon completion of their eighth grade year.

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	88%	90%	Yes	89%
American Indian				
Asian	96%	98%	Yes	96%
Black/African American	68%	67%	No	71%
Hispanic	83%	83%	Yes	84%
White	92%	94%	Yes	93%
English language learners				
Students with disabilities	65%	74%	Yes	69%
Economically disadvantaged	67%	69%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	22%	21%
Students scoring at or above Achievement Level 4	479	68%	89%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	588	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	553	78%	81%

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]		100%
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]		100%
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]		100%

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	200	94%	95%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	93%	93%	Yes	94%
American Indian				
Asian	98%	100%	Yes	99%
Black/African American	78%	73%	No	80%
Hispanic	88%	97%	Yes	90%
White	98%	98%	Yes	98%
English language learners				
Students with disabilities	74%	89%	Yes	77%
Economically disadvantaged	82%	81%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	15%	14%
Students scoring at or above Achievement Level 4	554	78%	79%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	659	93%	94%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	652	92%	93%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	321	45%	47%
Middle school performance on high school EOC and industry certifications	321	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	15%	14%
Students scoring at or above Achievement Level 4	205	87%	88%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	80	94%	95%

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	30	14%	13%
Students scoring at or above Achievement Level 4	158	75%	76%

Florida Alternate Assessment (FAA)

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

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)	8		10
Participation in STEM-related experiences provided for students	709	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	3%	2%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	4	0%	0%
Students who receive two or more behavior referrals	19	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	3%	2%

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

Due to extensive surveying required by SACS/CASI, the Climate Survey was not administered in 2012-2013. For that reason, data from two years past will be noted.

During the 2011-2012 school year, the school climate survey indicates an overwhelming satisfaction in the area of school experiences with 88% (48 of 55 parents surveyed) reporting that the school provides a positive experience for them on campus. In an effort to continue and increase this positive response, multiple targets are put in place to establish increased parent involvement as an important and achievable goal for the 2013-2014 school year.

One target is to continue the use of the school messenger/autocall system to communicate on a bi-monthly basis with parents. An autocall will be sent directly from the principal twice a month that includes monthly reminders, notification of events and important dates and continual suggestions of various ways in which parents can become more involved.

A second target involves the sending of a monthly parent newsletter on the first Friday of each month. The newsletter holds multiple messages for parents in addition to one faculty member highlight, suggestions on how to best support a middle school student and contact information for multiple people at the school.

A third target involves the active participation of the principal and assistant principals at each PTSA Board Meeting and each monthly SAC meeting. These groups will be provided with multiple sources of data and information, opportunities to share opinions and suggestions and support in the work they do to support our school and our students. Both the SAC and PTSA Board will be encouraged to take a more active role during magnet recruitment season, serving as faces and voices of Julia Landon parents for potential families and students.

A fourth target includes the creation of quarterly parent forums centering around issues such as home organization for middle school students, technology and social media awareness, bullying and high school preparation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To continue the use of the school messenger/ autocall system to communicate on a bi-monthly basis with parents. An autocall will be sent directly from the principal twice a month that includes monthly reminders, notification of events and important dates and continual suggestions of various ways in which parents can become more involved. The number at right notes the number of calls placed by principal to parents in the 2012-2013 school year. The goal number for the 2013-2014 school year is 37.	35		
The sending of a monthly parent newsletter on the first Friday of each month. The newsletter holds multiple messages for parents in addition to one faculty member highlight, suggestions on how to best support a middle school student and contact information for multiple people at the school. The number at the right is the number of newsletters sent during the 2012-2013 school year. The goal number sent for the 2013-2014 school year is 10.	9		
The active participation of the principal and assistant principals at each PTSA Board Meeting and each monthly SAC meeting. These groups will be provided with multiple sources of data and information, opportunities to share opinions and suggestions and support in the work they do to support our school and our students. Both the SAC and PTSA Board will be encouraged to take a more active role during magnet recruitment season, serving as faces and voices of Julia Landon parents for potential families and students. The number at the right notes the number of PTSA Board and SAC parents who participated in magnet recruitment events during the 2012-2013 school year along with a percentage goal for the 2013-2014 school year.	9		
Creation of quarterly parent forums centering around issues such as home organization for middle school students, technology and social media awareness, bullying and high school preparation. The only number noted is the 2014 percent goal of parents who participate in one or more of these forums as there is no current actual number or percentage on record.	0		

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

A target specific to this school for the 2013-2014 school year is the enrollment and successful completion of each student in a year long leadership course. In previous years, only eighth grade and sixth grade students were enrolled in leadership courses, and the courses were semester-based, and at the sixth grade level, the curriculum was taught in tandem with Junior Great Books curriculum. In the 2013-2014 school year, each of the 747 students at Julia Landon are enrolled in a year-long leadership course, specific to their grade level needs. Each level of the course has a unique focus. Sixth graders focus on Leadership from Within, using Covey's Seven Habits of Highly Effective Teens as a source of curriculum. Guest speakers including instruction from a professional organizer are also part of the sixth grade leadership plan.

Seventh graders focus on leadership in the community and how to best communicate their leadership ideas, views and opinions. The instructor at this level is using a combination of multimedia sources, community outreach and guest speakers. This curriculum is being developed to weave into the eighth grade focus.

Eighth graders will focus on leadership from a global perspective, using both multimedia projects and community outreach to express their creativity and attempt to make a "handprint" on a global leadership effort. The year will culminate with an 8th Grade Leadership Symposium, highlighting the work of all 8th graders at Julia Landon.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All students at Julia Landon will be enrolled in a year-long leadership course with curriculum specific to their grade area, designed horizontally and vertically.	0	0%	100%
Staff and students at Julia Landon will go beyond conducting monthly fire drills, bi-annual code red drills and annual evacuation drills. Four code red drills will be conducted through the year, one per quarter. Two full school evacuation drills will be conducted through the year, one per semester.	2	%	6%

Goals Summary

- G1.** Decrease the number of students in in-school suspension and out-of-school suspension by 1 percent.
- G2.** Expected number of students with excessive unexcused absences will be 1% or less of the student population.
- G3.** Decrease the number of excessive student morning tardiness by 1%.
- G4.** Increase reading proficiency with Level 1 and 2 readers.
- G5.** Increase the writing proficiency of all students and increase the number of Level 5 and 6 writers.
- G6.** Increase rigor in all Science classrooms.
- G7.** Incorporate interactive notebooks into mathematics classrooms.
- G8.** Move students forward who are already proficient in math while deepening and extending their math knowledge.
- G9.** Identify students who need Tier 2 and/or Tier 3 interventions
- G10.** Increase reading gains with Level 3 readers.
- G11.** Maintain 100% pass rate on Algebra and Geometry EOCS.
- G12.** Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students.
- G13.** Increase reading learning gains with students who are currently Level 4 and Level 5 readers.
- G14.** Increase the effective use of time during the Science Professional Learning Community meetings by focusing on grade-level sub-groups.
- G15.** Increase the use of reading strategies throughout all Professional Learning Communities.
- G16.** Increase student achievement gains on the Civics EOC.

Goals Detail

G1. Decrease the number of students in in-school suspension and out-of-school suspension by 1 percent.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- 2013-2014 Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Teachers' lack of training with handling student discipline issues
- Inconsistent implementation of school wide discipline

Plan to Monitor Progress Toward the Goal

Review of discipline data

Person or Persons Responsible

Student Service Director Grade level Assistant Principals

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback and reevaluation of school wide discipline procedures by school's leadership team.

G2. Expected number of students with excessive unexcused absences will be 1% or less of the student population.

Targets Supported

Resources Available to Support the Goal

- School website School Messenger System Oncourse

Targeted Barriers to Achieving the Goal

- Lack of understanding by parents and students regarding the importance of attending school regularly.
- Inconsistent teacher documentation of attendance using Oncourse

Plan to Monitor Progress Toward the Goal

Review of absentee data

Person or Persons Responsible

Student Service Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback and reevaluation absentee data by school's leadership team.

G3. Decrease the number of excessive student morning tardiness by 1%.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Julia Landon website
- School Messenger System

Targeted Barriers to Achieving the Goal

- Lack of consistency in enforcement of the school's morning tardy policy.

Plan to Monitor Progress Toward the Goal

Review of tardiness data

Person or Persons Responsible

Student Service Director

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback and reevaluation of morning tardiness policy by school's leadership team.

G4. Increase reading proficiency with Level 1 and 2 readers.

Targets Supported

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

Resources Available to Support the Goal

- Enrichment Reading classes have been developed for students who need strategic, targeted reading support in the five components of the reading process.
- The teachers teaching Enrichment Reading 1 and Enrichment Reading 2 are Reading Endorsed Teachers.
- Reading instruction will be provided to the students daily. Students will have to ability to graduate for Enrichment Reading 1 to Enrichment Reading 2. Also, Enrichment Reading 2 students may graduate and be placed into an Enrichment Reading 3 class as individual academic progress improves throughout the course of the school year.
- Students in Enrichment Reading 2 and Enrichment Reading 1 will be scheduled to have the same teacher for English Language Arts and Enrichment Reading.

Targeted Barriers to Achieving the Goal

- Teachers will need strong support with using the SRA Corrective Reading Program with Fidelity.

Plan to Monitor Progress Toward the Goal

Scheduled Common Planning Meetings will be monitored to ensure Enrichment Reading Teachers are working to meet outlined goal.

Person or Persons Responsible

Assistant Principal, PLC Lead, Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in reading proficiency with Level 1 and 2 readers as determined by Enrichment Reading Progress Monitoring Assessments, Curriculum Guide Assessments and State Assessments.

G5. Increase the writing proficiency of all students and increase the number of Level 5 and 6 writers.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Prompts
- Laptop carts/computer labs

Targeted Barriers to Achieving the Goal

- Not enough practice in writing.
- Students not adding enough logical support and weak use of transitions/transitional phrases.

Plan to Monitor Progress Toward the Goal

Teachers will score student writings to see if improvements are being made and will adjust plans accordingly.

Person or Persons Responsible

Overseeing administrators; teachers

Target Dates or Schedule:

After timed writings

Evidence of Completion:

Student scores (recorded in Pearson)

G6. Increase rigor in all Science classrooms.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Grade level/PLC lesson studies
- Differentiated student instruction including but not limited to Student Centers for break out/ reinforcement sessions; menu style projects; and labs.
- Science PLC will utilize daily bellringers, exit slips, collaborative assessments, differentiated projects and higher order questioning within daily instruction.

Targeted Barriers to Achieving the Goal

- Not all teachers have common planning.
- Lack of resources available to properly execute labs and large activities.
- Students need to increase their reading stamina in order to interpret science content questions.

Plan to Monitor Progress Toward the Goal

Discussions regarding implementation and best practices of differentiation and rigor within the classroom setting.

Person or Persons Responsible

Grade level Science teachers, PLC lead, and Administrative liaison

Target Dates or Schedule:

PLC meetings

Evidence of Completion:

PLC meeting notes/minutes.

G7. Incorporate interactive notebooks into mathematics classrooms.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Bell Ringers and Exit Slips
- Graphic Organizers
- Venn Diagrams
- Technology/Data Reports from i-Ready, Reflex and CGAs
- Student and teacher reflections
- Classwork and home learning

Targeted Barriers to Achieving the Goal

- Lack of internet access at home for students to complete assignments.

Plan to Monitor Progress Toward the Goal

Implementation of interactive notebooks in all math classrooms.

Person or Persons Responsible

PLC Lead, Administration

Target Dates or Schedule:

Ongoing progress monitoring

Evidence of Completion:

Student reflections on the use of interactive notebooks.

G8. Move students forward who are already proficient in math while deepening and extending their math knowledge.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Gizmos
- Florida Math League Competition which increases problem solving skills
- Webb's DOK and Higher Order Thinking questioning techniques collaboratively developed during PLC common planning
- Math Club
- i-Ready diagnostic assessment
- Reflex math

Targeted Barriers to Achieving the Goal

- The expectation to teach all of the requirements on the curriculum guide within a given amount of time without sufficient time to creatively incorporate higher level math problem solving.

Plan to Monitor Progress Toward the Goal

Increase rigor in the classroom while extending math knowledge.

Person or Persons Responsible

Classroom teachers, PLC Lead and Administration

Target Dates or Schedule:

Classroom teachers will work with the PLC Lead and Administration to ensure Higher Order Questions and Thinking are incorporated into classroom instruction.

Evidence of Completion:

Student created projects, reflections in interactive notebooks and reflections on formal and informal assessments.

G9. Identify students who need Tier 2 and/or Tier 3 interventions

Targets Supported

- Math ()
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- CGA baseline data
- Carnegie Learning in Enrichment Math classrooms
- Reflex online computer program
- i-Ready diagnostic data
- Formal and informal assessments
- Hands-on manipulatives that move from concrete learning to abstract thinking
- Enrichment math classes for all FCAT level 1, 2, and 3 students
- Saturday school that focuses on level 1, 2 and 3 students

Targeted Barriers to Achieving the Goal

- Lack of computer access at home
- Lack of Team-Up homework help sessions
- Lack of parental support at home

Plan to Monitor Progress Toward the Goal

Implementation and review of curriculum during Saturday School.

Person or Persons Responsible

PLC Lead and Administration

Target Dates or Schedule:

Ongoing progress monitoring during Saturday School

Evidence of Completion:

FCAT and Algebra EOC results.

G10. Increase reading gains with Level 3 readers.

Targets Supported

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

Resources Available to Support the Goal

- Enrichment Reading 3-Advanced Reading Course
- Elective classes using reading bell-ringers
- High complexity text utilized in Language Arts and Content Area classes

Targeted Barriers to Achieving the Goal

- Enrichment Reading 3 teachers need professional development on implementing Novel and Author Studies
- The challenge of moving students forward who are proficient in reading while deepening their analysis of text.

Plan to Monitor Progress Toward the Goal

Student Curriculum Guide Assessment Data will be disaggregated to determine specific reading skills are improving

Person or Persons Responsible

English Language Arts Teachers Enrichment Reading 3 Teachers Content Area Teachers Leadership Team District Literacy Specialists

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increased scores on English Language Arts Curriculum Guide Assessments, the IOWA reading and FCAT reading.

G11. Maintain 100% pass rate on Algebra and Geometry EOCS.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Carnegie Learning for all FCAT level 1, 2, and 3 students
- Ready Tier 2 interventions that are apart of the i-Ready assessment that will be given up to three times a year
- Online videos and games that support classroom instruction
- Gizmos

Targeted Barriers to Achieving the Goal

- All Algebra teachers do not have the same planning period and even if coverage is provided students will miss out on classroom instruction.

Plan to Monitor Progress Toward the Goal

Data will be analyzed from quarterly CGAs, I-Ready assessment #2, and classroom assessments. Implementation of an interactive notebook that will be used as a resource for reviewing/studying for EOCs.

Person or Persons Responsible

Algebra and Geometry teachers, PLC Lead, Administration

Target Dates or Schedule:

Ongoing progress monitoring

Evidence of Completion:

Algebra and Geometry EOC results

G12. Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Consumable Textbooks
- Gizmo's
- Pearson Data

Targeted Barriers to Achieving the Goal

- Students need to increase their reading stamina in order to interpret science content.
- Students need to increase their ability in analysis of data, graphs, and scientific models.
- Absence of scientific equipment at each grade level inhibits full implementation of hands on science learning.

Plan to Monitor Progress Toward the Goal

Grade level teachers discuss project progress with students, provide guidance when appropriate, and share out in PLC meetings.

Person or Persons Responsible

Grade level Science Teachers, PLC lead, and Administrative liaison

Target Dates or Schedule:

Bi-monthly PLC meetings

Evidence of Completion:

Students showing growth in projects based on discussions with teachers and resulting project.

G13. Increase reading learning gains with students who are currently Level 4 and Level 5 readers.

Targets Supported

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

Resources Available to Support the Goal

- Novels
- Content area texts (fiction and nonfiction)
- Computer labs/carts

Targeted Barriers to Achieving the Goal

- There is not as much room to grow with Level 4 and 5 readers.
- Unequal training and/or experience among teachers responsible for teaching reading and literary analysis skills.

Plan to Monitor Progress Toward the Goal

Discussions of classroom practices. District and/or state assessments.

Person or Persons Responsible

Classroom teacher and overseeing administrator. District and/or state assessments.

Target Dates or Schedule:

At least once a month at meetings. Quarterly (CGA's), Twice a year (IOWA), and once a year (FCAT).

Evidence of Completion:

Student work samples (to show to other teachers). Test scores and indication of gains.

G14. Increase the effective use of time during the Science Professional Learning Community meetings by focusing on grade-level sub-groups.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Common planning time for Science teachers in the Master Schedule
- Student Interactive Notebooks and consumable textbooks
- Technology resources; iRespond controllers, iMac computer carts, PC computer carts, and Pearson question banks.

Targeted Barriers to Achieving the Goal

- Variables in at-home technology resources for students
- Lack of access to FCAT Science data from previous 8th grade students

Plan to Monitor Progress Toward the Goal

Data will be brought back to the PLC to determine a level of effectiveness of the plan to help increase the student access to technology.

Person or Persons Responsible

PLC lead teacher

Target Dates or Schedule:

Monthly early release PLC meetings

Evidence of Completion:

Reevaluation of goal implementation, resources, and obstacles.

G15. Increase the use of reading strategies throughout all Professional Learning Communities.

Targets Supported

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

Resources Available to Support the Goal

- Curriculum Guides
- novels
- content area texts
- Online textbooks
- Interactive whiteboard
- Document camera
- iResponds
- Laptop carts/computer lab

Targeted Barriers to Achieving the Goal

- Teachers' lack of knowledge in reading strategies and how to implement them in content areas other than Language Arts.
- The process of developing and using higher order questioning to increase critical thinking.
- Lack of reading coach in the building and responsibility of PLC lead to attend professional development trainings in place of the coach.

Plan to Monitor Progress Toward the Goal

peer visitation feedback forms

Person or Persons Responsible

PLC leads and overseeing AP

Target Dates or Schedule:

At least once a month

Evidence of Completion:

Notebook of classroom peer visitations; lesson plans

G16. Increase student achievement gains on the Civics EOC.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Online Textbook
- Interactive White Board
- Workbook

Targeted Barriers to Achieving the Goal

- Lack of student background knowledge of Civics.
- Student data

Plan to Monitor Progress Toward the Goal

Common planning Common assessments using Pearson as a means to practice online testing and collecting data.

Person or Persons Responsible

PLC Leads Civic teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

End of Course Examination in Civics

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the number of students in in-school suspension and out-of-school suspension by 1 percent.

G1.B1 Teachers' lack of training with handling student discipline issues

G1.B1.S1 Utilize professional development opportunities where teachers are trained in alternative ways to access and handle student discipline.

Action Step 1

Teachers will be introduced to alternative ways to assist students with behavior issues. The focus of the trainings will be on discipline being restorative instead of punitive.

Person or Persons Responsible

Student Services Director/ISSP Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation of training agenda as well as sign in logs will be maintained in the Student Services Office.

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

Student Services Director will review the school wide discipline report to ensure that the focus of discipline is restorative instead of punitive whenever possible.

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Weekly monitoring of the school wide discipline report .

Evidence of Completion

Review of referrals from teachers to ensure that discipline referrals are the necessary means of action.

Plan to Monitor Effectiveness of G1.B1.S1

Review of discipline data

Person or Persons Responsible

Student Services Director Grade level Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of discipline report to leadership team.

G1.B2 Inconsistent implementation of school wide discipline

G1.B2.S1 Utilize Student Services Director/ISSP teacher to aid in school wide consistent and effective discipline procedures .

Action Step 1

Student Service Director will aid teachers by providing strategies for working with student discipline issues where the focus is restorative instead of punitive wherever possible.

Person or Persons Responsible

Student Services Director/ISSP Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of individual assistance recorded and maintained in the Student Services office.

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

Student Services Director will review the school wide discipline report to ensure that the focus of discipline is restorative instead of punitive whenever possible.

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Weekly monitoring of the school wide discipline report .

Evidence of Completion

Review of referrals from teachers to ensure that discipline referrals are the necessary means of action.

Plan to Monitor Effectiveness of G1.B2.S1

Review of discipline data

Person or Persons Responsible

Student Services Director Grade level Assistant Principals

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Submission of discipline report to leadership team.

G2. Expected number of students with excessive unexcused absences will be 1% or less of the student population.

G2.B1 Lack of understanding by parents and students regarding the importance of attending school regularly.

G2.B1.S1 Utilize Student Services Director to make personal contact with parents to address and emphasize the importance of consistency of school attendance.

Action Step 1

Parent will receive a phone call from upon the 5th unexcused absence.

Person or Persons Responsible

Attendance Clerk Student Services Director

Target Dates or Schedule

Parents will be contacted upon the student's 5th unexcused absence.

Evidence of Completion

A phone log documenting the parent phone call will be kept with in the Student Services Office.

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

Student Services Director will review weekly absence reports and phone log to ensure that the proper procedures have been utilized.

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Weekly checks of Oncourse to monitor student unexcused absences.

Evidence of Completion

Review of phone logs reconciled against the daily absence report.

Plan to Monitor Effectiveness of G2.B1.S1

Review of absentee data

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of absentee report to leadership team.

G2.B2 Inconsistent teacher documentation of attendance using Oncourse

G2.B2.S1 Contact teachers utilizing school email to remind teachers to record absences in Oncourse.

Action Step 1

Missing attendance report will be run through Oncourse and a teacher with missing attendance will be emailed and asked to input daily attendance.

Person or Persons Responsible

Student Services Director Attendance clerk

Target Dates or Schedule

Daily

Evidence of Completion

Missing daily attendance report will be kept in the Student Services Office along with emails to the teacher.

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

Student Services Director will review weekly absence reports and emails to ensure that attendance is being updated into the Oncourse.

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Weekly checks of Oncourse to monitor missing attendance.

Evidence of Completion

Review of emails reconciled against the daily missing attendance report.

Plan to Monitor Effectiveness of G2.B2.S1

Review of missing attendance reports

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of overall missing attendance report to leadership team.

G3. Decrease the number of excessive student morning tardiness by 1%.

G3.B2 Lack of consistency in enforcement of the school's morning tardy policy.

G3.B2.S1 Utilize Student Services Director to make personal contact with parents to address and emphasize the importance of regular and timely school attendance.

Action Step 1

Parent notification letter sent home via the student for the 4th morning tardy. Parent will receive a phone call from upon the 5th morning tardy.

Person or Persons Responsible

Attendance Clerk Student Services Director

Target Dates or Schedule

Parents will be contacted upon the student's receipt of the 4th and 5th morning tardy.

Evidence of Completion

A copy of the tardy notification letter will be place in the student's file. A phone log documenting the parent phone call will be kept with in the Student Services Office.

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

Student Services Director will review the morning tardy lists, tardy notification letters, and phone log to ensure that the proper procedures have been utilized.

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Weekly checks on daily implementation of the Julia Landon Tardy Policy.

Evidence of Completion

Review of tardy notification letters and phone logs reconciled against the morning tardy list.

Plan to Monitor Effectiveness of G3.B2.S1

Review of tardiness data

Person or Persons Responsible

Student Services Director

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of tardiness report to leadership team.

G4. Increase reading proficiency with Level 1 and 2 readers.

G4.B1 Teachers will need strong support with using the SRA Corrective Reading Program with Fidelity.

G4.B1.S2 Enrichment Reading 2 and Enrichment Reading 1 teachers will use common planning time to analyze student academic performance, problem solve and create common lessons and assignments.

Action Step 1

Common Planning time will be developed in the Master Schedule for 7th and 8th grade Enrichment 1 and Enrichment 2 teachers.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Prior to the opening of school.

Evidence of Completion

Master Schedule

Action Step 2

Teachers will plan alongside the Assistant Principal and District Literacy Specialist to monitor student progress, create lesson plans and analyze student data.

Person or Persons Responsible

Enrichment Reading Teachers, Assistant Principal, District Literacy Specialists

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat Logs, Lesson Plans, Student Work Analysis, Common Planning Sign-In Sheets, Training Materials

Facilitator:

District Literacy Specialist, Assistant Principal

Participants:

PeTika Tave, Monica Knighton, Sandra Platock

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Increase the writing proficiency of all students and increase the number of Level 5 and 6 writers.

G5.B1 Not enough practice in writing.

G5.B1.S1 Writing should be a focus in most classes.

Action Step 1

Teachers in most content areas should incorporate writing practice into assignments (such as forming answers into complete paragraphs).

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

During classes

Evidence of Completion

Student work will show writing across contents.

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

Administrator will check for evidence of writing practice in most content areas.

Person or Persons Responsible

Overseeing administrator

Target Dates or Schedule

During observations and at meetings

Evidence of Completion

Observation feedback forms; meeting notes

Plan to Monitor Effectiveness of G5.B1.S1

Teachers will evaluate strategies used to determine what the next steps to take are.

Person or Persons Responsible

Overseeing administrator and classroom teachers

Target Dates or Schedule

When reflecting on lessons

Evidence of Completion

Reflections by teachers; meeting notes

G5.B2 Students not adding enough logical support and weak use of transitions/transitional phrases.

G5.B2.S1 Conduct focus lessons on adding logical support and appropriate transitional phrases.

Action Step 1

Teachers will conduct focus lessons on adding support to writing and using transitions.

Person or Persons Responsible

Language Arts and creative writing teachers

Target Dates or Schedule

During lessons

Evidence of Completion

Student work; lesson plans

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

Administrator will check for evidence of lessons on support and transitions.

Person or Persons Responsible

Overseeing administrator

Target Dates or Schedule

During observations or meetings.

Evidence of Completion

Lesson plans; classroom observation feedback forms; meeting notes

Plan to Monitor Effectiveness of G5.B2.S1

Teachers will discuss lessons and the level of effectiveness.

Person or Persons Responsible

Language Arts and creative writing teachers

Target Dates or Schedule

At least once a month

Evidence of Completion

Meeting notes

G6. Increase rigor in all Science classrooms.

G6.B1 Not all teachers have common planning.

G6.B1.S1 Provide classroom coverage during trainings and/or important meetings

Action Step 1

Ensure coverage will be provided for the classroom

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

1 week prior to training/meeting

Evidence of Completion

Sub/coverage has been scheduled

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

Coverage was provided to teacher.

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

Completion of training/meeting

Evidence of Completion

Teacher needing coverage attended meeting.

Plan to Monitor Effectiveness of G6.B1.S1

Ensuring participation by all members of the Science PLC

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

Completion of trainings and meetings

Evidence of Completion

All teachers attended session

G6.B1.S2 Email communication between grade level teachers updating peers on plans, projects, activities, and assignments within the classroom

Action Step 1

Emails containing information regarding plans, activities, labs, and assignments between grade level teachers.

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Emails sent between PLC members

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

Discussion within PLC regarding communication between peers pertaining to planning with teachers outside of the common planning period.

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

Bi-monthly PLC meetings

Evidence of Completion

Notes/minutes of the PLC meeting

Plan to Monitor Effectiveness of G6.B1.S2

Discussion within meeting ensuring all teachers are collaborating and planning together.

Person or Persons Responsible

PLC members

Target Dates or Schedule

Monthly PLC meeting

Evidence of Completion

Notes/minutes from PLC meeting

G6.B2 Lack of resources available to properly execute labs and large activities.

G6.B2.S1 Schedule labs and activities on a rotating basis

Action Step 1

Determine order of labs/activities within grade level.

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

Common PLC planning

Evidence of Completion

Aligned Investigations are preformed on different days in different classes.

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

Discussion of logistics regarding the sharing of lab/activity materials.

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

Monthly PLC meeting

Evidence of Completion

PLC meeting notes/minutes

Plan to Monitor Effectiveness of G6.B2.S1

Discussion between teachers regarding the effectiveness of the lab rotation schedule within the curriculum being taught.

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

At completion of labs/activities

Evidence of Completion

Discussions/communication between teachers leading to schedule changes when needed.

G6.B2.S2 Utilize virtual resources to supplement activities

Action Step 1

Schedule usage of the computer labs and/or computer carts.

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

As needed per the Curriculum Guides

Evidence of Completion

Labs/carts have been for scheduled and utilized by the students.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Contact with appropriate personnel regarding scheduling and usage of technology within the building to ensure proper scheduling and usage of equipment.

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Usage of technology

Plan to Monitor Effectiveness of G6.B2.S2

Discussion regarding the effectiveness of technology usage and identifying changes that need to be made.

Person or Persons Responsible

Grade level Science teachers, PLC lead, and Administrative liaison.

Target Dates or Schedule

PLC meetings

Evidence of Completion

Notes/minutes from PLC meeting

G6.B3 Students need to increase their reading stamina in order to interpret science content questions.

G6.B3.S1 Incorporate use of Science reading strategies into instruction.

Action Step 1

Differentiated strategies specific to student needs based on IOWA Reading data

Person or Persons Responsible

Grade level Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Differentiated assignments as noted in lesson plans

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

Discussion regarding best practices in each teachers classrooms relating to strategies being used.

Person or Persons Responsible

PLC leads and Administrative liaison

Target Dates or Schedule

PLC meetings

Evidence of Completion

PLC meeting notes/minutes

Plan to Monitor Effectiveness of G6.B3.S1

Student understanding of passage(s) read.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

At completion of appropriate assignments

Evidence of Completion

Student work showing growth in reading comprehension.

G6.B3.S2 Utilize vocabulary strategies based on Frayer Model, visualization and making connections to deepen their understanding of content vocabulary.

Action Step 1

Vocabulary dissection assignments

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

As appropriate as key vocabulary is introduced.

Evidence of Completion

Student work

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

Teacher discussion on implementation within the classroom and student response/growth

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

PLC meetings

Evidence of Completion

Student work examples

Plan to Monitor Effectiveness of G6.B3.S2

Student work

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Completion of assignment

Evidence of Completion

Growth in vocabulary usage/understanding within students.

G7. Incorporate interactive notebooks into mathematics classrooms.

G7.B1 Lack of internet access at home for students to complete assignments.

G7.B1.S1 The computer lab will be opened every day at 7:30 for students to complete assignments.

Action Step 1

The computer lab will be open each day for students to complete assignments with the assistance of the computer lab teacher.

Person or Persons Responsible

Computer Lab Teacher

Target Dates or Schedule

Every morning at 7:30

Evidence of Completion

The computer lab teacher will monitor/track the number of students using the lab. She will stay in contact with classroom teachers about current assignments.

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

Monitor students entering computer lab.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration will ensure the lab is consistently opened on time for all students every day.

Plan to Monitor Effectiveness of G7.B1.S1

The computer lab teacher will contact teachers about upcoming assignments and monitor students' work.

Person or Persons Responsible

Administration will monitor the effectiveness of opening the lab daily.

Target Dates or Schedule

Daily

Evidence of Completion

The computer lab teacher will assist students with their assignments and maintain a relationship with classroom teachers about upcoming assignments.

G7.B1.S2 Athletes will have access to the computer lab during study hall 30 minutes each day.

Action Step 1

The coaches will take the athletes to the computer lab each day before practice starts.

Person or Persons Responsible

Athletic Coaches

Target Dates or Schedule

Each day before practice starts

Evidence of Completion

The coaches will monitor athletes grades and stay in contact with teachers if an athlete falls behind in classes.

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

The Athletic Director will stay in contact with the coaches and make sure study hall is held each day and students are staying on task.

Person or Persons Responsible

Athletic Director

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Progress reports and 9 week quarter grades

Plan to Monitor Effectiveness of G7.B1.S2

The Athletic Director and the Administration will ensure that study hall is effective every day.

Person or Persons Responsible

Athletic Director and Administration

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Progress report and 9 week quart grades

G7.B1.S3 Increase the amount of computer time during the school day by reserving a computer lab or reserving a computer cart.

Action Step 1

Classroom teachers should work with the computer lab teacher or STC to incorporate more technology into the classroom and provide students time at school to work on assignments.

Person or Persons Responsible

Classroom teachers and computer lab teacher

Target Dates or Schedule

Teachers should routinely use computers in the lab or use a cart as dictated by the curriculum guide or a supplement to instruction.

Evidence of Completion

Technology reports generated by the classroom teacher.

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

Classroom teachers will incorporate computer time in their classrooms.

Person or Persons Responsible

Computer lab teacher, classroom teacher and administration

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Data reports generated by the classroom teacher or computer lab teacher.

Plan to Monitor Effectiveness of G7.B1.S3

Teachers will increase the amount of time students are able to work on computer assignments in class.

Person or Persons Responsible

Classroom teachers, PLC lead

Target Dates or Schedule

Ongoing progress monitoring of technology use in the classrooms.

Evidence of Completion

Technology reports generated by the teachers.

G8. Move students forward who are already proficient in math while deepening and extending their math knowledge.

G8.B1 The expectation to teach all of the requirements on the curriculum guide within a given amount of time without sufficient time to creatively incorporate higher level math problem solving.

G8.B1.S1 Teachers will use the CGA baseline data to prioritize their curriculum and plan collaboratively as a grade level and/or by subject area to ensure all skills are covered in depth while incorporating higher level questioning techniques.

Action Step 1

Prioritizing the curriculum to ensure all skills are covered in-depth

Person or Persons Responsible

Grade level and subject area teachers

Target Dates or Schedule

Common planning periods

Evidence of Completion

Quarterly CGAs data

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

Quarterly CGAs

Person or Persons Responsible

PLC leads and Administration

Target Dates or Schedule

Common planning periods, data chats with individual teachers, peer visits

Evidence of Completion

The results of quarterly CGAs, classroom formal and informal assessments and classroom projects

Plan to Monitor Effectiveness of G8.B1.S1

Effectiveness of deepening the content knowledge while covering the material in the curriculum guide.

Person or Persons Responsible

Classroom teachers, PLC teachers and Administration

Target Dates or Schedule

Ongoing classroom monitoring

Evidence of Completion

CGA baseline data, informal and formal classroom assessments, classroom projects, iReady 2nd and 3rd assessment

G9. Identify students who need Tier 2 and/or Tier 3 interventions

G9.B1 Lack of computer access at home

G9.B1.S1 The computer lab will be opened each morning at 7:30 for students.

Action Step 1

The computer lab will be opened for students who need to work on assignments.

Person or Persons Responsible

Computer lab teacher

Target Dates or Schedule

Every morning at 7:30 the computer lab will be open.

Evidence of Completion

Administration will monitor the lab to ensure it is opened daily.

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

Computer lab access for students each morning.

Person or Persons Responsible

APs will ensure the computer lab is opened daily.

Target Dates or Schedule

Daily and weekly updates on computer usage.

Evidence of Completion

Reports from the ISSP about the number of students utilizing the lab.

Plan to Monitor Effectiveness of G9.B1.S1

Computer lab utilization

Person or Persons Responsible

APs will monitor

Target Dates or Schedule

Weekly updates

Evidence of Completion

Weekly updates from the ISSP teacher.

G9.B2 Lack of Team-Up homework help sessions

G9.B2.S1 Students will be invited to Saturday School in preparation for FCAT and for the Algebra EOC.

Action Step 1

Saturday School for students who need extra support/review for FCAT and EOC.

Person or Persons Responsible

Teachers will invite students to Saturday School.

Target Dates or Schedule

Two months prior to FCAT and EOC.

Evidence of Completion

FCAT and EOC results

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

Saturday School curriculum

Person or Persons Responsible

PLC Lead, Administration, Saturday School Facilitator

Target Dates or Schedule

Saturdays two months prior to FCAT and Algebra EOCs

Evidence of Completion

FCAT and Algebra EOC results

Plan to Monitor Effectiveness of G9.B2.S1

Saturday School attendance

Person or Persons Responsible

PLC Lead, Administration

Target Dates or Schedule

Ongoing progress monitoring during Saturday School

Evidence of Completion

FCAT and Algebra EOC results

G9.B4 Lack of parental support at home

G9.B4.S3 Encourage students to have parents have input on the data chat forms.

Action Step 1

District-implemented Data Chat Forms: Administrator/Teacher Form and Student/Teacher Form within all core content areas.

Person or Persons Responsible

All Core Content Teachers

Target Dates or Schedule

Data Chat Forms will be used, reviewed and discussed within relevant planning period professional development sessions twice each quarter.

Evidence of Completion

Monitoring of Data Chat form within PLCs, within CAST pre and post conferences and through classroom visits and investigations using teachers' Data Notebooks.

Facilitator:

Principal, Assistant Principals, PLC Lead Teachers

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S3

Monitoring of student data chat forms

Person or Persons Responsible

Rtl Coordinator

Target Dates or Schedule

Constant monitoring

Evidence of Completion

Updated data chat forms

Plan to Monitor Effectiveness of G9.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. Increase reading gains with Level 3 readers.

G10.B2 Enrichment Reading 3 teachers need professional development on implementing Novel and Author Studies

G10.B2.S2 District Literacy Specialists will train Enrichment Reading 3 teachers on how to use novel studies to learn and practice reading benchmarks; use critical thinking and creative thinking skills; and how to understand the perspectives and point of views of authors.

Action Step 1

Professional Development on Enrichment Reading 3 Instructional Framework

Person or Persons Responsible

District Literacy Specialists

Target Dates or Schedule

Early Release Wednesdays Common Planning Periods

Evidence of Completion

Use of materials from PD in Enrichment classes. Increase engagement of students based on classroom observations and student work.

Facilitator:

District coaches

Participants:

District coaches

Plan to Monitor Fidelity of Implementation of G10.B2.S2

Administration feedback forms, peer to peer observation forms.

Person or Persons Responsible

District Literacy Specialists, PLC Leads and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student learning gains as determined by district and state assessments; Professional Development Agendas, Professional Development Sign-In Sheets, Training Materials

Plan to Monitor Effectiveness of G10.B2.S2

Changes in teacher lesson delivery will show improvement

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observation Forms

G10.B3 The challenge of moving students forward who are proficient in reading while deepening their analysis of text.

G10.B3.S1 Content Area teachers including English Language Arts, Social Studies and Science teachers will use the Gradual Release of Responsibility Method to engage students in analyzing and making meaning of low, moderate, and high texts that are both Literary and Expository.

Action Step 1

Complete a book study on "Better Learning Through Structured Teaching-A Framework for the Gradual Release of Responsibility" By Douglas Fisher and Nancy Frey.

Person or Persons Responsible

English Language Arts, Social Studies, Science, Mathematics, and Elective Teachers

Target Dates or Schedule

Early Release Professional Development Sessions

Evidence of Completion

Improved delivery of "I do, You do, We do" in teacher practice Increased student reading performance data Increased student engagement

Facilitator:

English Language Arts, Social Studies, Science, Mathematics, Elective Teachers and Leadership Team

Participants:

English Language Arts, Social Studies, Science, Mathematics, and Elective Teachers

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

Leadership Team and District Content Area Specialists will conduct classroom observations specifically focused on the Gradual Release of Responsibility Method

Person or Persons Responsible

Leadership Team District Literacy and Content Area Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST Data Informal Observational Data Student Reading Performance Data on Curriculum Guide Assessments, DAR Progress Monitoring Assessments, IOWA Assessment and State Assessments

Plan to Monitor Effectiveness of G10.B3.S1

Student reading gains will be evident in comparison of baseline assessments to Curriculum Guide Assessments 1, 2, 3 and 4.

Person or Persons Responsible

English Language Arts, Social Studies and Elective Teachers Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal Observational Data Student Reading Performance Data on Curriculum Guide Assessments, DAR Progress Monitoring Assessments, IOWA Assessment and State Assessments.

G11. Maintain 100% pass rate on Algebra and Geometry EOCS.

G11.B1 All Algebra teachers do not have the same planning period and even if coverage is provided students will miss out on classroom instruction.

G11.B1.S1 Plan for coverage for the teacher who does not have the same planning period as the other Algebra teachers.

Action Step 1

The Algebra teachers will plan collaboratively about strategies on preparation for the Algebra EOCS.

Person or Persons Responsible

Landon's permanent substitute will cover for the Algebra teacher who does not have the same planning period as the other Algebra teachers.

Target Dates or Schedule

Common planning periods

Evidence of Completion

PLC agenda that supports the implementation of the curriculum guide and preparation for the Algebra EOC.

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

Planning and implementation of the curriculum for the Algebra EOCs during common planning.

Person or Persons Responsible

PLC Lead, Administration

Target Dates or Schedule

Common planning, data chats, peer visits

Evidence of Completion

Algebra EOC results, classroom assessments, quarterly CGAS, I-Ready results

Plan to Monitor Effectiveness of G11.B1.S1

PLC agenda notes will be reviewed to ensure that Algebra teachers are planning and implementing strategies outlined in the curriculum guides and common plans developed as a PLC.

Person or Persons Responsible

Teachers, PLC Lead and Administration

Target Dates or Schedule

Common planning, data chats, peer visits

Evidence of Completion

Algebra EOC results, formal and informal assessments including PLC developed exit slips, quarterly CGA results

G12. Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students.

G12.B1 Students need to increase their reading stamina in order to interpret science content.

G12.B1.S1 Incorporate reading strategies into assignments, mold to specific student needs based off IOWA testing data.

Action Step 1

Specific graphic organizers/reading strategies for individual students based on IOWA data.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Continuously throughout unit

Evidence of Completion

Activities in Interactive Science Notebooks

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

Discussion with teachers regarding strategies in place for students and what is working in their classrooms.

Person or Persons Responsible

PLC Lead

Target Dates or Schedule

Monthly PLC meetings

Evidence of Completion

PLC minutes/notes

Plan to Monitor Effectiveness of G12.B1.S1

Work done by students in Interactive Science Notebook and evidence of comprehension through exit slips

Person or Persons Responsible

Grade Level Science Teachers

Target Dates or Schedule

At completion of each applicable assignment

Evidence of Completion

Increased proficiency in students.

G12.B1.S2 Reinforcing content writing skills, using school-wide FRIES writing strategy and emphasize writing with evidence and support.

Action Step 1

Provide open ended questions to students that lend to usage of the FRIES strategy and require evidence and support.

Person or Persons Responsible

Grade Level Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Answers to questions/prompts in the Interactive Science Notebook

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

Discussion of writing strategies utilized in the classroom, identifying what is working and adjusting strategies when needed

Person or Persons Responsible

PLC Lead and Administrative Liaison

Target Dates or Schedule

Bi-monthly PLC meeting

Evidence of Completion

PLC minutes/notes

Plan to Monitor Effectiveness of G12.B1.S2

Teacher analysis/evaluation of student writing to determine successful application of writing strategies.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

At completion of given assignment

Evidence of Completion

Student writing growth and increased support in answers/explanations.

G12.B2 Students need to increase their ability in analysis of data, graphs, and scientific models.

G12.B2.S1 Utilize technology to deepen student use of and comfort with models, graphs, and data including but not limited to iResponse, interactive white boards, and computers.

Action Step 1

Create activities that allow students to utilize technology while manipulating and interpreting data.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Utilization of technology within the classroom focused on students analyzing data.

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

Observe implementation of technology related to students analyzing data and discussions/planning with teachers.

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

Weekly during classroom pop-ins and PLC planning

Evidence of Completion

Technology written into lesson plans

Plan to Monitor Effectiveness of G12.B2.S1

Teacher analysis of Gizmo's, lab write-up data, and other appropriate activities.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

At completion of lessons/assignments

Evidence of Completion

Student growth in data analysis evidenced in ISJ

G12.B2.S2 Students will learn to utilize the proper techniques to collect, graph, and analyze data during in class labs and hands on activities.

Action Step 1

Teacher created labs/activities that cause students to collect, represent, analyze, and interpret data.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Weekly, as appropriate in Curriculum Guide

Evidence of Completion

Student work in ISJ

Plan to Monitor Fidelity of Implementation of G12.B2.S2

Group lesson planning and discussion of appropriate activities

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

PLC planning and/or bi-monthly PLC meetings

Evidence of Completion

Teacher lesson plans

Plan to Monitor Effectiveness of G12.B2.S2

Student growth in the collection and analysis of data

Person or Persons Responsible

Grade level Teachers

Target Dates or Schedule

At completion of lab/activities

Evidence of Completion

Student assessment scores will show an increase (labs, Gizmos, tests, CGA's)

G12.B2.S3 All students will design and conduct a Science Project through which they will demonstrate application of the Scientific process.

Action Step 1

Class discussion and/or Q&A regarding Science Project progress

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

bi-monthly

Evidence of Completion

Discussions held between teachers and students.

Action Step 2

Students "present" project

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Due date of Science Project

Evidence of Completion

Scored Rubric

Plan to Monitor Fidelity of Implementation of G12.B2.S3

Discussion with teachers regarding student progress on Science Projects

Person or Persons Responsible

Science PLC lead and Administrative liaison

Target Dates or Schedule

Monthly PLC meeting

Evidence of Completion

PLC agenda/notes

Plan to Monitor Effectiveness of G12.B2.S3

Discussions with and/or reflections from students identifying and/or pushing for growth in projects

Person or Persons Responsible

Grade level Science Teacher

Target Dates or Schedule

Monthly within classroom

Evidence of Completion

Growth in complexity and/or effectiveness of project.

G12.B3 Absence of scientific equipment at each grade level inhibits full implementation of hands on science learning.

G12.B3.S1 Stagger lab days between grade level teachers to maximize the usage of equipment that we have on site.

Action Step 1

Schedule labs on a staggered basis between teachers.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

During common PLC planning time

Evidence of Completion

Labs are preformed on different days from other grade level teachers.

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

Discussion with teachers regarding ways to best utilize equipment available at school through altering instruction schedules.

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

PLC meetings (Bi-monthly)

Evidence of Completion

PLC meeting notes and teacher lesson plans

Plan to Monitor Effectiveness of G12.B3.S1

Discussion regarding how sharing of materials worked, ways to improve process, and any issues with timing of lab within the curriculum.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

At completion of each lab

Evidence of Completion

Discussion during common planning.

G12.B3.S2 Apply for monies to increase the equipment and availability of resources at school (SAC, PTSA, Grants)

Action Step 1

Apply for grant(s) and/or monies that could be used to purchase new lab equipment

Person or Persons Responsible

PLC lead and grade level Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Applications/grants completed

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

Discussion regarding needs and opportunities for grants

Person or Persons Responsible

PLC lead and Administrative liaison

Target Dates or Schedule

Monthly PLC meetings

Evidence of Completion

Applications being filed

Plan to Monitor Effectiveness of G12.B3.S2

Discussion regarding how applications are being chosen and completed, collaboration between grade levels to maximize potential effectiveness.

Person or Persons Responsible

Grade level teachers and PLC lead

Target Dates or Schedule

Quarterly

Evidence of Completion

Applications being accepted.

G12.B3.S3 Utilize virtual labs through the use of Gizmo's

Action Step 1

Assign Gizmo's to students

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

When tangible lab supplies are insufficient

Evidence of Completion

Students turn in Exploration Guide and/or assessment questions and/or virtual labs from textbooks.

Plan to Monitor Fidelity of Implementation of G12.B3.S3

Gizmos are being assigned to students

Person or Persons Responsible

PLC lead and grade level Science Teachers

Target Dates or Schedule

Bi-monthly PLC meetings

Evidence of Completion

Results/data from students work.

Plan to Monitor Effectiveness of G12.B3.S3

Students show understanding and/or mastery of concept as reflected by their work.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

At completion of Gizmo lab

Evidence of Completion

Student growth in Scientific thinking/investigation skills and knowledge of concept.

G13. Increase reading learning gains with students who are currently Level 4 and Level 5 readers.

G13.B1 There is not as much room to grow with Level 4 and 5 readers.

G13.B1.S1 Focusing on higher level texts (High lexile and high complexity OR high lexile, low complexity OR low lexile, high complexity).

Action Step 1

Pay close attention to selected texts to ensure a high level.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Most lessons

Evidence of Completion

By the end of the year, students will have read a variety of texts and will have various assignments and/or projects to show evidence of understanding and deeper analysis.

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

Observations and discussions between administrator and teacher.

Person or Persons Responsible

Overseeing administrator

Target Dates or Schedule

During observations, common planning, or early release meetings.

Evidence of Completion

Observations and discussions (between administrator and teacher) will show that higher order texts are being used in the classroom.

Plan to Monitor Effectiveness of G13.B1.S1

Informal observations of the classroom (do students seem bored with the text or is there a deep analysis going on?)

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

When using high complexity texts.

Evidence of Completion

Students will be able to show a deeper analysis of text (answer higher order questions).

G13.B1.S2 Develop higher order questions.

Action Step 1

Develop higher order questions that look beyond the basic text and delve deeper into the story or article.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

When planning lessons

Evidence of Completion

Lesson plans will have higher order questions written in prior to the lesson.

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

Administrator will check lesson plans (and lesson to the lesson) to ensure higher order question are asked of the students (or, in some cases, developed by the students as a direct result of the discussion).

Person or Persons Responsible

Overseeing administrator

Target Dates or Schedule

Classroom observations

Evidence of Completion

Questions are found on lesson plans.

Plan to Monitor Effectiveness of G13.B1.S2

Teacher will ask the students higher order questions and discussions or assignments will stem from the questions.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

During and/or after the lesson

Evidence of Completion

Lesson plans will have higher order questions written on them and teachers may reflect within the lesson plans.

G13.B2 Unequal training and/or experience among teachers responsible for teaching reading and literary analysis skills.

G13.B2.S1 Common planning among PLCs will allow for professional discussions of strategies, ideas, and the like.

Action Step 1

Teachers should share ideas and strategies, as well as what has worked and has not worked.

Person or Persons Responsible

Teachers within each PLC

Target Dates or Schedule

During common planning (or early release meetings)

Evidence of Completion

Meeting notes will show evidence of discussions.

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

PLC lead and/or administrator will ensure that teachers are holding valuable discussions on ideas and strategies.

Person or Persons Responsible

PLC lead and overseeing administrator

Target Dates or Schedule

During the common plannings and meetings.

Evidence of Completion

Meeting notes will show evidence of the discussions.

Plan to Monitor Effectiveness of G13.B2.S1

All responsible parties will continually reflect on the teaching process and on discussions at meetings.

Person or Persons Responsible

Teachers, PLC lead, administrators

Target Dates or Schedule

During common planning and meetings

Evidence of Completion

Lesson plans on the same concepts will be similar to show evidence of common planning and sharing of ideas.

G13.B2.S2 Lesson studies will allow teachers to see each other teach the same lesson and will give all teachers opportunities to grow.

Action Step 1

Teachers will plan a lesson together and then observe each other teach that lesson in order to check for worth and student growth.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On planned days (or class periods)

Evidence of Completion

Common lesson plans and reflections by the teachers will show completion of lesson studies.

Plan to Monitor Fidelity of Implementation of G13.B2.S2

Administrator and teachers will ensure that each observed teacher is following the common plans.

Person or Persons Responsible

Overseeing administrator and teachers

Target Dates or Schedule

During lesson study days/periods

Evidence of Completion

Lesson study reflections and/or observation forms.

Plan to Monitor Effectiveness of G13.B2.S2

Teachers will discuss the lesson study and its effectiveness.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After the lesson study

Evidence of Completion

Meeting reflections and/or notes.

G14. Increase the effective use of time during the Science Professional Learning Community meetings by focusing on grade-level sub-groups.

G14.B1 Variables in at-home technology resources for students

G14.B1.S1 Schedule time for in class and before school internet access research and computer lab time

Action Step 1

Schedule class time with student computers (either computer carts or computer lab).

Person or Persons Responsible

Grade level Science teachers

Target Dates or Schedule

One week prior to expected utilization

Evidence of Completion

Confirmed scheduling of computer cart or lab.

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

Scheduling of computer labs and/or computer carts is being done in an appropriate amount of time before needed usage.

Person or Persons Responsible

PLC lead via grade level teachers and computer lab/cart supervisor

Target Dates or Schedule

1st of each month

Evidence of Completion

Schedule of usage from Science Classes

Plan to Monitor Effectiveness of G14.B1.S1

Usage of computers is spread equally between Science teachers, priority given to those students that lack access from home.

Person or Persons Responsible

PLC lead and administrative liaison

Target Dates or Schedule

End of each month

Evidence of Completion

Completed computer lab/cart schedules

G14.B1.S2 Provide students with printed copies of internet research and material

Action Step 1

Print an appropriate number of class copies of internet research and resources for students in need of technology support only when web-based/blog-based copies are not conducive to the present learning goals

Person or Persons Responsible

All Classroom teachers, representing all core and elective courses

Target Dates or Schedule

Materials will be printed 1 day prior to classroom activities

Evidence of Completion

Completion will be evident when copies are made available.

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

Teachers are printing out online resources and making them available to students that have identified a lack of online access away from school.

Person or Persons Responsible

PLC Lead and administrative liaison

Target Dates or Schedule

Weekly grade level PLC meetings

Evidence of Completion

Printed resources

Plan to Monitor Effectiveness of G14.B1.S2

Feedback on usage of printed materials from the students who have noted a lack of accessibility to online resources outside of school.

Person or Persons Responsible

Grade level Science teachers, PLC lead, and administrative liaison.

Target Dates or Schedule

Monthly PLC meeting

Evidence of Completion

PLC minutes/notes on the share drive

G14.B1.S3 Team with the guidance department to explore technology resources in the student's home area

Action Step 1

Research library, community colleges, other schools, community organization, and other locations that provide internet access for students.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Within the first month of the school year.

Evidence of Completion

A list of resources for individual students will be developed.

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

Feedback from students regarding feasibility of access library, community colleges, other schools, community organization, and other locations that provide internet access for students.

Person or Persons Responsible

Grade level Science teachers

Target Dates or Schedule

Monthly PLC meeting

Evidence of Completion

List being made available to students of available resources near their home area.

Plan to Monitor Effectiveness of G14.B1.S3

Feedback from teachers regarding usage of or requests for the list from students.

Person or Persons Responsible

PLC lead and administrative liaison

Target Dates or Schedule

Monthly PLC meetings

Evidence of Completion

Log of student usage

G14.B1.S4 Schedule a before/after school help session with the student(s) to provide further technology access

Action Step 1

If volunteered by Science teacher they may schedule before/after school help session(s) with students to allow further access time to technology resources at the school.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Before or after school

Evidence of Completion

Scheduled sessions

Plan to Monitor Fidelity of Implementation of G14.B1.S4

Email confirmation from the individual teacher to the PLC lead

Person or Persons Responsible

PLC lead

Target Dates or Schedule

During weekly grade level PLC meetings

Evidence of Completion

The email confirming the meeting time and follow-up

Plan to Monitor Effectiveness of G14.B1.S4

Proof that internet based assignments are completed and at a high level

Person or Persons Responsible

Individual Science Teacher

Target Dates or Schedule

After internet based assignment/assessment has been completed and graded.

Evidence of Completion

Quantitative data on the assessment

G14.B2 Lack of access to FCAT Science data from previous 8th grade students

G14.B2.S1 Utilize data from CGA pre and quarterly assessments.

Action Step 1

Grade level and whole PLC data chats based on students results. Teachers will reteach areas identified as below standard.

Person or Persons Responsible

Grade level Science teachers

Target Dates or Schedule

Quarterly, aligned with time frame of CGA results

Evidence of Completion

PLC minutes/notes on the share drive and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Teachers will discuss and bring evidence of standards/topics that were retaught to classes that scored below standard

Person or Persons Responsible

PLC Lead

Target Dates or Schedule

Monthly PLC meeting

Evidence of Completion

Student work from retaught material

Plan to Monitor Effectiveness of G14.B2.S1

Students show growth/mastery of previously identified standards

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Exit slips and/or other teacher assessments

G14.B2.S2 Craft exit slips to track student mastery of assessed standards

Action Step 1

Teachers will co-write common exit slips to gauge student mastery of a standard.

Person or Persons Responsible

Grade level Science Teachers

Target Dates or Schedule

Common PLC planning

Evidence of Completion

Exit slips written and included in lesson plan

Plan to Monitor Fidelity of Implementation of G14.B2.S2

Teachers will bring evidence of common exit slips

Person or Persons Responsible

PLC lead and administrative liaison

Target Dates or Schedule

Bi weekly PLC meetings

Evidence of Completion

Student data/responses to exit slips

Plan to Monitor Effectiveness of G14.B2.S2

Based on student responses teachers will track the progress of students level of mastery of tested standard

Person or Persons Responsible

Grade level teachers and PLC lead

Target Dates or Schedule

From class to class

Evidence of Completion

Growth in student scores/understanding of the standard.

G15. Increase the use of reading strategies throughout all Professional Learning Communities.

G15.B1 Teachers' lack of knowledge in reading strategies and how to implement them in content areas other than Language Arts.

G15.B1.S1 Language Arts and Social Studies teachers will meet together during common planning and/or early release professional development meetings in order to share ideas and strategies.

Action Step 1

Implementation of reading strategy-based bell ringers within half of the elective courses offered at Julia Landon.

Person or Persons Responsible

Elective teachers in the following areas: Visual Art, Drama, Leadership, Debate

Target Dates or Schedule

Each elective class period, during the first 10-15 minutes of class.

Evidence of Completion

Monthly PLC meeting minutes under the standing agenda item of bell ringers within all elective courses.

Facilitator:

Principal, Assistant Principals, ELA PLC Lead Teacher

Participants:

All elective instructors in the areas of: Visual Art, Drama, Leadership, Debate

Action Step 2

Discussion of reading strategies and their implementation; sharing of ideas and resources; peer visitations/observations during common planning; implementation of quarterly lesson studies through the course of the school year

Person or Persons Responsible

Language Arts and Social Studies teachers.

Target Dates or Schedule

Common planning and/or Early Release afternoons.

Evidence of Completion

Peer visitations; student work

Facilitator:

Talya Taylor Erin Conklin Kimberly Fifield

Participants:

All teachers at Julia Landon with an emphasis placed on the teachers within the Reading, ELA and Social Studies content areas.

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

Common planning sign-in sheets; professional development calendar; peer visitation feedback forms

Person or Persons Responsible

Overseeing AP

Target Dates or Schedule

During meetings

Evidence of Completion

peer visitation feedback forms

Plan to Monitor Effectiveness of G15.B1.S1

Informal documentation by PLC leads

Person or Persons Responsible

Overseeing AP; PLC leads

Target Dates or Schedule

At least once per month

Evidence of Completion

Obvious increase of reading strategies across content areas

G15.B1.S2 Certain elective teachers will incorporate reading bellringers and reading strategies within their content areas.

Action Step 1

Elective teachers will give reading related bellringers.

Person or Persons Responsible

Elective teachers

Target Dates or Schedule

First part of each lesson

Evidence of Completion

Copies of bellringers used and/or student completion of bellringers.

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

Administrator will take note of reading bellringers used.

Person or Persons Responsible

Overseeing administrator

Target Dates or Schedule

During observations

Evidence of Completion

Observation feedback forms and lesson plans.

Plan to Monitor Effectiveness of G15.B1.S2

Teachers will determine if each bellringer really helps students move and will adjust accordingly.

Person or Persons Responsible

Elective teachers

Target Dates or Schedule

During lessons and after lessons

Evidence of Completion

Student completion of bellringers and teacher observations.

G15.B2 The process of developing and using higher order questioning to increase critical thinking.

G15.B2.S1 Common planning

Action Step 1

Lesson plans Assessments Activities

Person or Persons Responsible

All core teachers

Target Dates or Schedule

at least once a week

Evidence of Completion

Lesson plans, assessments, and activities that are common.

Facilitator:

PLC leads Teachers

Participants:

All core teachers

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Lesson plans

Person or Persons Responsible

PLC leads and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Common plans, assessments, and activities that promote critical thinking.

Plan to Monitor Effectiveness of G15.B2.S1

Common lesson plans

Person or Persons Responsible

PLC leads and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Common lessons, assessments, and activities.

G15.B3 Lack of reading coach in the building and responsibility of PLC lead to attend professional development trainings in place of the coach.

G15.B3.S1 PLC leads will attend coaching meetings.

Action Step 1

PLC leads will attend coaching meetings in lieu of reading coach.

Person or Persons Responsible

PLC leads

Target Dates or Schedule

TDE days to go to coaching meetings

Evidence of Completion

Attendance at meetings; PLC leads will bring back information to the PLCs.

Plan to Monitor Fidelity of Implementation of G15.B3.S1

Administrators will ensure PLC leads are able to and do go to the coaching trainings

Person or Persons Responsible

Administrators

Target Dates or Schedule

On the days of the trainings

Evidence of Completion

Attendance noted at meetings; evidence of notes taken at meetings to show to PLCs.

Plan to Monitor Effectiveness of G15.B3.S1

PLC leads will determine effectiveness of attending coaching trainings.

Person or Persons Responsible

PLC leads

Target Dates or Schedule

During and after the coaching trainings

Evidence of Completion

PLC leads will show notes from meetings.

G16. Increase student achievement gains on the Civics EOC.

G16.B1 Lack of student background knowledge of Civics.

G16.B1.S1 Collaboration between select elective teachers, i.e. Debate and Leadership, to increase discussion of benchmarks found on the Civics EOC.

Action Step 1

Common planning Sharing of lessons being taught in each class.

Person or Persons Responsible

Civics Teachers Elective Teachers

Target Dates or Schedule

Once a quarter

Evidence of Completion

Common planning Common discussion topics

Facilitator:

Civics Teachers Elective Teachers

Participants:

Civics Teachers Elective Teachers

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

Common planning

Person or Persons Responsible

PLC leads

Target Dates or Schedule

quarterly

Evidence of Completion

Common discussion questions

Plan to Monitor Effectiveness of G16.B1.S1

Common planning Early Release meetings

Person or Persons Responsible

PLC leads Civics teachers Elective Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Common lessons Common discussions in classes

G16.B1.S2 Using UpFront magazine and other sources to bring in real world connections to topics discussed in class.

Action Step 1

Purchase of UpFront magazines and other news sources to incorporate in the classroom. Connection with community members that can provide information to students.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans incorporating the use of media sources. Assemblies with community members that can provide information on different benchmarks discussed in Civics.

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

Adequate allocation of sources that are being used. Sources being used. Community members directly apply to information learned in Civics

Person or Persons Responsible

PLC Leads Civic Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Common lesson plans using media sources. Community members that promote engaging instruction amongst students.

Plan to Monitor Effectiveness of G16.B1.S2

Common lesson plans that include the use of media to promote more knowledge of Civics. Assemblies with Community members that will provide knowledge on information discussed in Civics.

Person or Persons Responsible

PLC leads Civic teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Common lesson plans Student discussion on topics

G16.B2 Student data

G16.B2.S1 Increase the use of Pearson to test and monitor student progress throughout the year.

Action Step 1

provide routine access to online test in Civics as a means to collect data on student progress

Person or Persons Responsible

Civic Teachers Testing Coordinator

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Progress monitor students using Pearson data management system.

Facilitator:

Civic Teachers

Participants:

Civic Teachers Testing Coordinator

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

Common planning Common assessments

Person or Persons Responsible

Civic Teachers Testing Coordinator

Target Dates or Schedule

Every quarter

Evidence of Completion

Analysis of data using Pearson data management system to drive instruction.

Plan to Monitor Effectiveness of G16.B2.S1

Incorporate common assessments on Pearson. Common planning

Person or Persons Responsible

Civic Teachers Testing Coordinatior

Target Dates or Schedule

Each quarter

Evidence of Completion

Civics data located in Pearson. Use of data to drive instruction.

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

At this time, we do not have any information about potential SAI funding for the 2013-2014 school year. If these funds are received, they will be used directly to serve students at Saturday programs, January through May, 2014. These Saturday programs will be in preparation for FCAT Writes, FCAT Reading, Math and Science, and Algebra and Geometry End of Course Exams.

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.

G4. Increase reading proficiency with Level 1 and 2 readers.

G4.B1 Teachers will need strong support with using the SRA Corrective Reading Program with Fidelity.

G4.B1.S2 Enrichment Reading 2 and Enrichment Reading 1 teachers will use common planning time to analyze student academic performance, problem solve and create common lessons and assignments.

PD Opportunity 1

Teachers will plan alongside the Assistant Principal and District Literacy Specialist to monitor student progress, create lesson plans and analyze student data.

Facilitator

District Literacy Specialist, Assistant Principal

Participants

PeTika Tave, Monica Knighton, Sandra Platock

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat Logs, Lesson Plans, Student Work Analysis, Common Planning Sign-In Sheets, Training Materials

G9. Identify students who need Tier 2 and/or Tier 3 interventions

G9.B4 Lack of parental support at home

G9.B4.S3 Encourage students to have parents have input on the data chat forms.

PD Opportunity 1

District-implemented Data Chat Forms: Administrator/Teacher Form and Student/Teacher Form within all core content areas.

Facilitator

Principal, Assistant Principals, PLC Lead Teachers

Participants

Classroom teachers

Target Dates or Schedule

Data Chat Forms will be used, reviewed and discussed within relevant planning period professional development sessions twice each quarter.

Evidence of Completion

Monitoring of Data Chat form within PLCs, within CAST pre and post conferences and through classroom visits and investigations using teachers' Data Notebooks.

G10. Increase reading gains with Level 3 readers.

G10.B2 Enrichment Reading 3 teachers need professional development on implementing Novel and Author Studies

G10.B2.S2 District Literacy Specialists will train Enrichment Reading 3 teachers on how to use novel studies to learn and practice reading benchmarks; use critical thinking and creative thinking skills; and how to understand the perspectives and point of views of authors.

PD Opportunity 1

Professional Development on Enrichment Reading 3 Instructional Framework

Facilitator

District coaches

Participants

District coaches

Target Dates or Schedule

Early Release Wednesdays Common Planning Periods

Evidence of Completion

Use of materials from PD in Enrichment classes. Increase engagement of students based on classroom observations and student work.

G10.B3 The challenge of moving students forward who are proficient in reading while deepening their analysis of text.

G10.B3.S1 Content Area teachers including English Language Arts, Social Studies and Science teachers will use the Gradual Release of Responsibility Method to engage students in analyzing and making meaning of low, moderate, and high texts that are both Literary and Expository.

PD Opportunity 1

Complete a book study on "Better Learning Through Structured Teaching-A Framework for the Gradual Release of Responsibility" By Douglas Fisher and Nancy Frey.

Facilitator

English Language Arts, Social Studies, Science, Mathematics, Elective Teachers and Leadership Team

Participants

English Language Arts, Social Studies, Science, Mathematics, and Elective Teachers

Target Dates or Schedule

Early Release Professional Development Sessions

Evidence of Completion

Improved delivery of "I do, You do, We do" in teacher practice Increased student reading performance data Increased student engagement

G15. Increase the use of reading strategies throughout all Professional Learning Communities.

G15.B1 Teachers' lack of knowledge in reading strategies and how to implement them in content areas other than Language Arts.

G15.B1.S1 Language Arts and Social Studies teachers will meet together during common planning and/or early release professional development meetings in order to share ideas and strategies.

PD Opportunity 1

Implementation of reading strategy-based bell ringers within half of the elective courses offered at Julia Landon.

Facilitator

Principal, Assistant Principals, ELA PLC Lead Teacher

Participants

All elective instructors in the areas of: Visual Art, Drama, Leadership, Debate

Target Dates or Schedule

Each elective class period, during the first 10-15 minutes of class.

Evidence of Completion

Monthly PLC meeting minutes under the standing agenda item of bell ringers within all elective courses.

PD Opportunity 2

Discussion of reading strategies and their implementation; sharing of ideas and resources; peer visitations/observations during common planning; implementation of quarterly lesson studies through the course of the school year

Facilitator

Talya Taylor Erin Conklin Kimberly Fifield

Participants

All teachers at Julia Landon with an emphasis placed on the teachers within the Reading, ELA and Social Studies content areas.

Target Dates or Schedule

Common planning and/or Early Release afternoons.

Evidence of Completion

Peer visitations; student work

G15.B2 The process of developing and using higher order questioning to increase critical thinking.

G15.B2.S1 Common planning

PD Opportunity 1

Lesson plans Assessments Activities

Facilitator

PLC leads Teachers

Participants

All core teachers

Target Dates or Schedule

at least once a week

Evidence of Completion

Lesson plans, assessments, and activities that are common.

G16. Increase student achievement gains on the Civics EOC.

G16.B1 Lack of student background knowledge of Civics.

G16.B1.S1 Collaboration between select elective teachers, i.e. Debate and Leadership, to increase discussion of benchmarks found on the Civics EOC.

PD Opportunity 1

Common planning Sharing of lessons being taught in each class.

Facilitator

Civics Teachers Elective Teachers

Participants

Civics Teachers Elective Teachers

Target Dates or Schedule

Once a quarter

Evidence of Completion

Common planning Common discussion topics

G16.B2 Student data

G16.B2.S1 Increase the use of Pearson to test and monitor student progress throughout the year.

PD Opportunity 1

provide routine access to online test in Civics as a means to collect data on student progress

Facilitator

Civic Teachers

Participants

Civic Teachers Testing Coordinator

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Progress monitor students using Pearson data management system.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G12.	Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students.	\$5,000
G14.	Increase the effective use of time during the Science Professional Learning Community meetings by focusing on grade-level sub-groups.	\$10,000
G15.	Increase the use of reading strategies throughout all Professional Learning Communities.	\$20,000
Total		\$35,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Operating Funds	\$35,000	\$35,000
Total	\$35,000	\$35,000

Budget Details

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

G12. Increase Scientific Thinking and Investigation skills throughout 6th, 7th, and 8th grade students.

G12.B3 Absence of scientific equipment at each grade level inhibits full implementation of hands on science learning.

G12.B3.S2 Apply for monies to increase the equipment and availability of resources at school (SAC, PTSA, Grants)

Action Step 1

Apply for grant(s) and/or monies that could be used to purchase new lab equipment

Resource Type

Evidence-Based Program

Resource

Funding Source

School Operating Funds

Amount Needed

\$5,000

G14. Increase the effective use of time during the Science Professional Learning Community meetings by focusing on grade-level sub-groups.

G14.B1 Variables in at-home technology resources for students

G14.B1.S2 Provide students with printed copies of internet research and material

Action Step 1

Print an appropriate number of class copies of internet research and resources for students in need of technology support only when web-based/blog-based copies are not conducive to the present learning goals

Resource Type

Evidence-Based Program

Resource

Funding Source

School Operating Funds

Amount Needed

\$10,000

G15. Increase the use of reading strategies throughout all Professional Learning Communities.

G15.B1 Teachers' lack of knowledge in reading strategies and how to implement them in content areas other than Language Arts.

G15.B1.S1 Language Arts and Social Studies teachers will meet together during common planning and/or early release professional development meetings in order to share ideas and strategies.

Action Step 2

Discussion of reading strategies and their implementation; sharing of ideas and resources; peer visitations/observations during common planning; implementation of quarterly lesson studies through the course of the school year

Resource Type

Evidence-Based Program

Resource

The use of substitutes to cover teachers' classes during their times conducting peer visitations and for TDEs that involve quarterly lesson studies.

Funding Source

School Operating Funds

Amount Needed

\$20,000