



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN

Highlands Elementary School

1000 DEPAUL DR

Jacksonville, FL 32218

904-696-8754

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 89%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 F	2009-10 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Highlands Elementary School

Principal

Jeff Collins

School Advisory Council chair

Nathalie Williams

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

Name	Title
Stephanie Jackson	Assistant Principal
Demetria Johnson	Site Coach
Margaret Harbin	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Kimberlee Hayward-Principal
 Christina Hamlin-Assistant Principal
 Nathalie Williams-Chair
 Latoria Vereen-Secretary

Involvement of the SAC in the development of the SIP

The SAC facilitated ideas for the School Improvement plan as well as strategies to use to increase student achievement. SAC member were given a copy of the Problem Solving Sheet to begin communicating their ideas with the school-based team. SAC members were invited when finalizing the School Improvement Plan. AS

Activities of the SAC for the upcoming school year

SAC will work with the school-based Leadership Team to determine needs for increased student proficiency in all core academic subjects. SAC will work with the Leadership Team to determine school

based needs. SAC will work closely with the school to monitor student achievement on all district and school based assessments.

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

Highlands Elementary will use school improvement funds to purchase "Everglades" and "Florida Ready" Math and Reading materials. We will use these supplemental materials to provide safety nets for during and after school instruction.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeff Collins

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

BA-Elementary Education, University of North Florida 1989
 Masters in Educational Leadership, University of North Florida
 2006
 Educational Leadership, (all Levels)
 Elementary Education, (grades 1 - 6)
 School Principal, (all Levels)

Performance Record

Mrs. Kimberlee Hayward is an experienced educator. She has a total of 25 years as a professional educator in Duval County and is a graduate of University of North Florida. Mrs. Hayward began her career at Finnegan Elementary where she taught second grade and was successful in achieving gains among her students. Mrs. Hayward also taught at John Love Elementary, Chimney Lakes Elementary and Enterprise Learning Academy. During her tenure at Enterprise Learning Academy she was also a model classroom teacher. She also served as a Standards Coach at Enterprise Learning Academy where she implemented several initiatives that produced student gains. Following her experience at Enterprise, she served as an Assistant Principal at Biscayne Elementary for four years where she continued to set high expectations for the students and teachers and helped them achieve these goals. Mrs. Hayward spent a year working for the Florida Department of Education where she worked as a Regional Reading Coordinator and assisted failing schools. She assisted in implementing researched based strategies and helped to increase the school grades in the schools she provided services. Mrs. Hayward served as the Principal of Highland's Elementary during the 2011-2012 school year where she set high expectations for the staff and students and assisted in moving the school from an "F" to an "A".

2012-2013

Highlands Elementary School, Principal

School Grade B

Reading Mastery 43%, Math Mastery 55%, Writing Mastery 64%,
Science Mastery 53%Reading Gains 65%, Math Gains 95%, Reading Bottom Quartile
Gains 58%, Math Bottom Quartile Gains 84%

2011-2012

Highlands Elementary School, Principal

School Grade A

Reading Mastery 45%, Math Mastery 46%, Writing Mastery 83%,
Science Mastery 44%Reading Gains 69%, Math Gains 73%, Lowest 25% Reading Gains
82%, Lowest 25% Math Gains 73%

2010-2011: Florida Department of Education Regional Office

Regional Reading Coordinator

Pinedale Grade A

Long Branch Grade A

North Shore Grade D

2009-2010: Assistant Principal of Biscayne Elementary
Grade C. Reading Mastery: 67%, Math Mastery: 53%, Science
Mastery: 20%, Writing Mastery: 78% AYP: 79%, Black and
Economically Disadvantaged did not make AYP in Reading or
Math.

2008-2009: Assistant Principal of Biscayne Elementary
Grade C. Reading Mastery: 61%, Math
Mastery: 52%, Science Mastery: 22%,
Writing Mastery: 79%
AYP: 87%, Black and Economically
Disadvantaged did not make AYP in reading.
Black and Economically Disadvantaged did not make AYP in
math.

2007-2008: Grade C, Reading Mastery:
67%, Math Mastery: 51%, Science
Mastery: 23%, Writing Mastery: 62%
AYP: 85%, All subgroups met AYP in reading.
Black and Economically Disadvantaged did not make AYP in
math.

2006-2007: Grade B, Reading Mastery:
63%, Math Mastery: 49%, Science
Mastery: 17%, Writing Mastery: 84%
AYP: 100%, All subgroups met AYP in both reading and math.

Christina Hamlin

Asst Principal

Years as Administrator: 0

Years at Current School: 1

Credentials

Bachelor of Science-Elementary Education, East Carolina University, 2004
 Masters in Curriculum and Instruction, East Carolina University, 2006
 Educational Leadership, (all Levels)
 Elementary Education, (grades K - 6)
 English For Speakers Of Other Languages (ESOL), (grades K - 12)
 Gifted, Endorsement

Performance Record

Ms. Christina Hamlin has a total of 10 years experience at the elementary level. She began her career in North Carolina, where she was a 1st grade Reading Interventionist as well as a 4th grade teacher in a Title I school. During this time, she was successful in achieving student proficiency and student growth on district and statewide End of Course assessments. Following her experience in North Carolina, she taught at Chaffee Trail Elementary in Duval County for five years as a 4th grade Math and Science teacher. During her first year, she had 85% of her students scoring proficient on the 4th grade 2008 FCAT. This proficiency continued throughout her tenure at Chaffee, concluding with 73% student making gains on the 2012 FCAT 2.0. Ms. Hamlin then transitioned into an Instructional Coach position at Susie E. Tolbert Elementary for the 2012-2013 school year. During her time as a coach at Susie E. Tolbert, she was successful in increasing Reading scores by 2% and maintaining proficiency in FCAT 2.0 Science scores.

Chaffee Trail Elementary
 2007-2008
 Grade A
 Reading Mastery:88%
 Math Mastery:84%
 Science Mastery:43%

Chaffee Trail Elementary
 2008-2009
 Grade A
 Reading Mastery:88%
 Math Mastery: 89%
 Science Mastery: 68%

Chaffee Trail Elementary
 2009-2010
 Grade A
 Reading Mastery:92%
 Math Mastery: 92%
 Science Mastery: 67%

Chaffee Trail Elementary
 2010-2011
 Grade A

Reading Mastery : 85%
 Math Mastery: 88%
 Science Mastery : 66%
 Chaffee Trail Elementary
 2011-2012
 Grade B
 Reading Mastery:
 Math Mastery:
 Science Mastery:
 Susie E. Tolbert Elementary
 2012-2013
 Grade D
 Reading Mastery: 58%
 Math Mastery: 47%
 Writing Mastery: 44%
 Science Mastery: 50%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Margaret Harbin

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Reading/Literacy

Credentials

Elementary Education (K-6)
 ESOL (K-12)

Performance Record

2011-2012
 Highlands Elementary School,
 School Grade A
 Reading Mastery 45%, Math Mastery 46%, Writing Mastery 83%,
 Science Mastery 44%
 Reading Gains 69%, Math Gains 73%, Lowest 25% Reading
 Gains 82%, Lowest 25% Math Gains 73%
 2012-2013
 Highlands Elementary School,
 School Grade B
 Reading Mastery 43%, Math Mastery 55%, Writing Mastery 64%,
 Science Mastery 53%
 Reading Gains 65%, Math Gains 95%, BQ Reading Gains 58%,
 BQ Math Gains 84%

Patricia Weigel		
Full-time / School-based	Years as Coach: 5	Years at Current School: 8
Areas	Rtl/MTSS, Other	
Credentials	ESE K-12 Teacher Certification PRE-K to Third Grade Teacher Certification Autism Endorsement	
Performance Record	2012-2013 Highlands Elementary School, School Grade B FAA Reading Proficiency 80%, Math Proficiency 80%, Science Proficiency 100%	

Classroom Teachers

# of classroom teachers	30
# receiving effective rating or higher	30, 100%
# Highly Qualified Teachers	100%
# certified in-field	30, 100%
# ESOL endorsed	19, 63%
# reading endorsed	2, 7%
# with advanced degrees	8, 27%
# National Board Certified	0, 0%
# first-year teachers	1, 3%
# with 1-5 years of experience	9, 30%
# with 6-14 years of experience	14, 47%
# with 15 or more years of experience	6, 20%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Highlands Elementary plans to retain Highly Qualified, certified-in-field, effective teachers through ongoing team-building professional development to build morale among teachers and staff members. We will also continue to provide teachers with available instructional resources and support from coaches and administrators.

Strategies Highlands Elementary will use to recruit highly qualified, certified-in-field, effective teachers to the school include ongoing communication with Duval County Public School's Human Resources department, as well as ongoing communication with University of North Florida.

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

Mark Mason - Mentor: Margaret Harbin

Kendra Mikols- Mentor: Cheryl Sizemore-Powell

Margaret Harbin, Reading Coach, has extensive knowledge of all academic areas to assist Mr. Mason with integration of core academic areas into his Art lessons.

Cheryl Powell has more than 30 years experience as an educator. She can assist Mrs. Mikols in establishing strong classroom management with her repertoire of strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team will meet to provide assistance in the development of the SIP. The team will provide data on Tier I, II, and III targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship): facilitate the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing): and align processes and procedures.

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

Principal (Kimberlee Hayward) and Assistant Principal (Christina Hamlin): Provides common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RtI plans and activities.

RtI Facilitator/Guidance Counselor (Nana Vidal): Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, work with school-based coaches, and work with small collaborative groups of teachers, and provide direct intervention services and support to students identified as needing Tier II or Tier III intervention services.

Select General Education Teachers (K-1st: Heather Vega, 3rd-5th: Suzanne Verducci): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/interventions, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Exceptional Student Education (ESE) Teachers (Sherry Bolden and Ragsdale): Participates in student data collection, integrates core instructional activities/materials into tier III instruction, and collaborates with general education teachers through such activities as co-teaching.

Communication/Social Skills Site Coach and ESE Liaison (Patti Weigel): Participates in development of behavior plans, observations, and collaboration with outside support system in the area of RtI Tier 2 and 3 behavior issues.

Reading and Math Interventionist- Reading, Math (Daisy Lucas, Bridgett Stroud): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis,; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Coach (Margaret Harbin): Provides K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The school-based RtI Leadership Team will meet weekly to review student data and make instructional decisions. The meetings will focus around the implementation of RtI and identifying students needing Tier II or Tier III interventions. The team will meet weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: District Curriculum Guide Assessments (CGA's) Reading, Math & Science, Florida Kindergarten Readiness Screener (FLKRS), IOWA Assessment, District Expository and Narrative Writing Prompt, Florida Comprehensive Assessment Test (FCAT), Discipline Referrals, Attendance Data
Progress Monitoring: Formative Assessments, FCAT 2.0-Released Tests, Benchmark, Pearson Limelight and Inform, Genesis, FCIM, Houghton Mifflin Florida Assessments, Curriculum Guide Assessments (CGA's), Progress Monitoring Assessments, DRA, District K-2 CCSS Math Assessment, District Writing Assessments

Midyear: District Curriculum Guide Assessments (CGA's) Reading, Math & Science, Diagnostic Assessments of Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Number of Discipline Referrals, Attendance Data

End of year: Curriculum Guide Post-Test: Reading, Math and Science, FCAT 2.0, Suspension data, DAR, Attendance Data

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

Professional development will be provided during PLCs and faculty meetings throughout the year. The RtI team will also evaluate additional professional development that is needed during the RtI Leadership Team meeting.

Bi-weekly Data Chats with individual teachers to identify students needing more intensive remediation. Teachers will receive support with developing Tier II and Tier III interventions.

During PLCs teachers will receive professional development in development of documentation and data collection for the MTSS process.

Guidance Counselor and district support staff will follow up with students needing any additional services

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: Summer Program

Minutes added to school year: 12,180

Superintendent's Summer Academy includes instruction in the core academic subjects as well as enrichment activities in the fine arts, (music, art, and dance).

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?

The fourth grade students are the target subjects. The Wallace Foundation tracks their progress throughout the summer session and into the following school year. Students take a pre-test prior to instruction during the summer program. At the beginning of the school year they take a post test.

Who is responsible for monitoring implementation of this strategy?

School-based Administrators and Teachers

Strategy: Before or After School Program

Minutes added to school year: 11,520

Success Maker

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Success Maker program automatically monitors the progress of students. This data is analyzed to determine the individual students' progress and effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

Monitoring teachers

Strategy: Weekend Program

Minutes added to school year: 1,200

Saturday School includes instruction in Core Academic Subjects for struggling students as well as Enrichment activities for students that are not struggling

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?

Data is collected during the Saturday School and compared to students not attending Saturday School.

Who is responsible for monitoring implementation of this strategy?

School-based Administrators and Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Margaret Harbin	Reading Coach
Bridgett Stroud	Reading Interventionist
Jillaine Ragsdale	VE Teacher
Christina Montoto	2nd Grade Teacher
Heather Vega	1st Grade Teacher
Quanae Hall	Kindergarten Teacher
Kali Boyler	K/1 Teacher
Demetria Johnson	5th Grade Teacher
Tamara DiPaolo	CSS Teacher
Sara Claiborne	CSS Teacher
Charlene Chatman	Pre K Teacher
Monica Hall	Paraprofessional
V. Harbert	Paraprofessional
Melissa Floyd	3rd Grade Teacher
Ms. Grant	Paraprofessional

How the school-based LLT functions

The team meets monthly to coordinate the reading and writing curriculum with related instructional activities. The team plans, coordinates, and corresponds to the faculty about events which support safety

nets, literacy goals, and student achievement. The secretary of the team disperses minutes from the meetings to all administration, faculty and staff.

Major initiatives of the LLT

- Book of the Month
- Million Word Campaign
- Independent Reading during reading block
- School Book Fair
- Million Word Campaign Kick-off Assembly with children's librarian from the Public Library
- Fall Carnival – Booth with Public Library card applications available, Book give-away booth
- Literacy Night with parent make-and-take and informational sessions, Free Book give-away
- Million Word Campaign – quarterly reading goal incentive day
- “12 Days of Celebration”
- Polar Express book reading and activities
- Grinch book reading and activities
- Literacy Week activities culminating in a school-wide character parade
- Million Word Campaign – quarterly reading goal incentive day
- Black History Month – daily student book talk over the PA system from a biography of an influential African American
- “Doughnuts for Dad” reading event
- Students decorate a heart related to their favorite book, hearts to be displayed in central area
- 100th Day of School – Teachers read aloud a book about the 100th Day of School to their classrooms
- Dr. Seuss Day – students dress like a Dr. Seuss character
- Celebrity Readers to read a Dr. Seuss Book to each class
- National Poetry Month – teachers read a daily poem in class, school-wide student poetry contest
- Million Word Campaign – quarterly reading goal incentive day
- Book Fair
- End-of-Year Million Word Reading Celebration – celebration for all students who have met their reading goals

Every Teacher Contributes to Reading Instruction

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

Master schedules include a 90-150 minute block of literacy instruction daily. Teachers integrate reading skills and strategies across all content areas. School wide reading incentives are scheduled for students meeting their reading goals and teachers track the progress of students meeting goals through reading logs and classroom charts. The teachers participate in cross grade level articulation. Teachers participate in PLC to enhance their content knowledge and track data. Resource teachers integrate Book of the Month activities and support classroom reading teachers. Paraprofessionals provide instructional support in the classrooms. Teachers communicate the reading progress of students to families and the Literacy Committee plans reading activities throughout the year to support reading success. Family engagement and parental involvement activities are scheduled by the school during the year.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Voluntary Pre-Kindergarten is offered for 36 four year olds that live in Highland's attendance zone. The objectives for the program are comprehensive and provide a solid foundation for entry into basic

kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting. Within the first 45 days of enrollment, kindergarten students are given two assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to screen each child's level of readiness for kindergarten. FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the FAIR assessment for kindergarten (Letter Naming Fluency and Initial Sound Fluency). These assessments are used to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	43%	No	50%
American Indian				
Asian				
Black/African American	44%	39%	No	50%
Hispanic	54%		No	58%
White	66%	75%	Yes	69%
English language learners				
Students with disabilities	48%	55%	Yes	54%
Economically disadvantaged	42%	40%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	20%	25%
Students scoring at or above Achievement Level 4	21	15%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	16	80%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	87	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	11	58%	65%

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]		50%
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]		10%
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]		10%

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	11	64%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		75%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	55%	Yes	52%
American Indian				
Asian				
Black/African American	48%	51%	Yes	53%
Hispanic	45%		No	50%
White	45%	69%	Yes	50%
English language learners				
Students with disabilities	44%	58%	Yes	50%
Economically disadvantaged	43%	53%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	31%	34%
Students scoring at or above Achievement Level 4	19	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	12	60%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	96	95%	96%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	85	84%	86%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	32%	39%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	27	7%	5%
Students who are not proficient in reading by third grade	35	65%	59%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

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

Highlands Elementary will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Program by holding regularly scheduled monthly SAC meetings. All parents will be invited to attend the meetings. The meetings will be announced via school website, newsletter, marquee, and School Messenger automated phone system. SAC has an important role of helping to develop the School Improvement Plan (SIP) and the Parental Involvement Plan (PIP) plan. Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. A copy will be available for viewing in the Main Office. Individual hard copies will be available upon request.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation in school-based activities before	198	50%	60%

Goals Summary

- G1.** Increase student proficiency on the Science FCAT from 32% to 39% and to increase the percentage of students receiving a level 4 or above from 17% to 22%.
- G2.** The percentage of student achievement will increase in Mathematics for Social-Economically Disadvantaged,(51% to 53%); African American (53% to 49%) and lowest 25%, (84% to 86%) on the 2014 FCAT 2.0.
- G3.** The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 20% to 25% and students receiving a 7 or Above will increase from 60% to 65% for Math
- G4.** The number of students achieving FCAT level 4 and higher will increase from 64% to 65 % on FCAT Writing Exam.
- G5.** Reading proficiency will increase with the lowest 25% from to ; with Black/African Americans from 39% to 50% and with economically disadvantaged students from 40% to 48%.
- G6.** The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 0.05% to 1% and students receiving a 7 or Above will increase from 80% to 85% for Reading
- G7.** Increase the percentage and number of students achieving level 3 in Reading in Grade 3-5 on the 2014 FCAT 2.0.
- G8.** Increase the percentage of students achieving FCAT levels 4 and 5 in Reading on the 2014 FCAT 2.0 from 15% to 18%.
- G9.** The percentage of student achievement in Mathematics of Level 3 and above in 3rd-5th grade will increase from 55% proficiency to 60% proficiency on the 2014 FCAT 2.0 Assessment.
- G10.** The percentage of students making learning gains on FCAT 2.0 Reading will increase from 65% to 70%. The learning gains for the lowest 25% of students will increase from 58% to 65%.

Goals Detail

G1. Increase student proficiency on the Science FCAT from 32% to 39% and to increase the percentage of students receiving a level 4 or above from 17% to 22%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students are not reading on grade level
- Science instruction is inconsistently taught across grade levels.

Plan to Monitor Progress Toward the Goal

Review Lesson Plans, Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Lesson Plans, Walk-Through Checklists, Data Notebook Checks

G2. The percentage of student achievement will increase in Mathematics for Social-Economically Disadvantaged,(51% to 53%); African American (53% to 49%) and lowest 25%, (84% to 86%) on the 2014 FCAT 2.0.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Professional Learning Communities
- Math Interventionist
- Ongoing Professional Development

Targeted Barriers to Achieving the Goal

- Lack of differentiated small-group instruction

Plan to Monitor Progress Toward the Goal

Review ongoing progress monitoring data, lesson plans and CAST observations to ensure adequate progress is being made for each goal

Person or Persons Responsible

Leadership Team, Coaches, and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Lesson Plans, CAST, CGA Analysis

G3. The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 20% to 25% and students receiving a 7 or Above will increase from 60% to 65% for Math

Targets Supported

- Math (Elementary and Middle FAA)

Resources Available to Support the Goal

- Curriculum designed for the student on Special Standards (Unique Learning System, PCI Reading)
- Autism Internet Modules
- Support Staff

Targeted Barriers to Achieving the Goal

- Ineffective Teaching that does not address communication and behavior needs in the classroom
- Lack of Differentiated Instruction

Plan to Monitor Progress Toward the Goal

Progress Monitoring Form, Walk-Through Checklist, Data Notebook

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Progress Monitoring Form, Walk-Through Checklist, Data Notebook, CAST

G4. The number of students achieving FCAT level 4 and higher will increase from 64% to 65 % on FCAT Writing Exam.

Targets Supported

- Writing

Resources Available to Support the Goal

- Two hour PLC meetings weekly
- Coaching Cycle
- Step Up to Writing
- Progress Monitoring
- Developing Lesson Plans

Targeted Barriers to Achieving the Goal

- Teachers are not consistently implementing Writing across the grade levels.
- Teachers are not consistently implementing Writing across the content areas.

Plan to Monitor Progress Toward the Goal

Teachers, coaches and administration will review data, student writing samples, and scored pieces weekly during PLC time and show evidence through data notebooks and student portfolios.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Data notebooks and student portfolios

G5. Reading proficiency will increase with the lowest 25% from to ; with Black/African Americans from 39% to 50% and with economically disadvantaged students from 40% to 48%.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Coaching Cycle
- Two hours of PLC weekly
- Reading Interventionist
- Success Maker

Targeted Barriers to Achieving the Goal

- Students lack life experiences that provide necessary background knowledge to facilitate reading comprehension
- Teachers need to effectively implement differentiated instruction

Plan to Monitor Progress Toward the Goal

Review Lesson Plans, Classroom Walk-Through, CAST

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Lesson Plans, Walk-Through Checklist, CAST

G6. The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 0.05% to 1% and students receiving a 7 or Above will increase from 80% to 85% for Reading

Targets Supported

- Reading (FAA)

Resources Available to Support the Goal

- Curriculum designed for the student on Special Standards (Unique Learning System, PCI Reading)
- Autism Internet Modules
- Support Staff

Targeted Barriers to Achieving the Goal

- Ineffective Teaching that does not address communication and behavior needs in the classroom
- Lack of Differentiated Instruction

Plan to Monitor Progress Toward the Goal

Progress Monitoring Form, Walk-Through Checklist, Data Notebook

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Progress Monitoring Form, Walk-Through Checklist, Data Notebook, CAST

G7. Increase the percentage and number of students achieving level 3 in Reading in Grade 3-5 on the 2014 FCAT 2.0.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- FCIM
- 2 hours of weekly PLC
- Data Analysis
- Progress Monitoring

Targeted Barriers to Achieving the Goal

- Reading Below Grade Level
- Teachers have low expectations for students

Plan to Monitor Progress Toward the Goal

Lesson Plan Review, Walk-Through Checklist, CAST

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Lesson Plan Review, Walk-Through Checklist, CAST

G8. Increase the percentage of students achieving FCAT levels 4 and 5 in Reading on the 2014 FCAT 2.0 from 15% to 18%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Coaching Cycle
- FCIM
- Progress Monitoring
- Data Analysis
- Professional Learning Community

Targeted Barriers to Achieving the Goal

- Lack of Differentiated Instruction
- Ineffective Questioning Strategies

Plan to Monitor Progress Toward the Goal

Review Lesson Plans, Data Notebook,

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule:

All Year

Evidence of Completion:

Lesson Plan Review, Data Notebook Checks

G9. The percentage of student achievement in Mathematics of Level 3 and above in 3rd-5th grade will increase from 55% proficiency to 60% proficiency on the 2014 FCAT 2.0 Assessment.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- District Specialists
- Teacher Academy
- Curriculum Guides
- Ongoing Professional Development
- Professional Learning Communities (PLC's)
- Common Lesson Plans
- FCIM Calendars
- Ongoing Progress Monitoring

Targeted Barriers to Achieving the Goal

- Lack of small-group, differentiated instruction
- Variance of teacher expectations
- Lack of immediate feedback to students

Plan to Monitor Progress Toward the Goal

The Administration and Leadership Team will work collaboratively to review ongoing progress monitoring data, Lesson Plans, CAST observations, anecdotal notes, and PLC minutes to ensure progress towards meeting the goal is evident.

Person or Persons Responsible

Principal, Assistant Principal, Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson Plans Data Chat Notes Coaches Log Focus Walk Notes CAST Observations

G10. The percentage of students making learning gains on FCAT 2.0 Reading will increase from 65% to 70%. The learning gains for the lowest 25% of students will increase from 58% to 65%.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Coaching Cycle
- Two hours of PLC weekly
- Success Maker
- Progress Monitoring
- Reading Interventionist
- FCIM

Targeted Barriers to Achieving the Goal

- Lack of Differentiated Instruction

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student proficiency on the Science FCAT from 32% to 39% and to increase the percentage of students receiving a level 4 or above from 17% to 22%.

G1.B1 Students are not reading on grade level

G1.B1.S1 Consistently use the Gradual Release model for instruction

Action Step 1

review Gradual Release Model

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

First nine weeks

Evidence of Completion

exit tickets, lesson plans

Action Step 2

Continuous support through the Coaching Cycle

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

coaching logs,

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

Review Lesson Plans, Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, Data Notebook Checks

Plan to Monitor Effectiveness of G1.B1.S1

Review Lesson Plans, Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklists , Data Notebook Checks

G1.B1.S2 Professional Learning Community two hours per week

Action Step 1

Create a master schedule to include two hours weekly for PLC

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

Summer 2013

Evidence of Completion

Completed Schedule

Action Step 2

Analyze student data

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Data Notebook, Student Portfolios, CAST

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 3

Develop lesson plans that support instruction across content areas

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

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

Review Lesson Plans, Data Notebook Checks, PLC Agenda, PLC Log

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook Checks, PLC Agenda, PLC Log

Plan to Monitor Effectiveness of G1.B1.S2

Review Lesson Plans, Data Notebook Checks, PLC Agenda, PLC Log

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook Checks, PLC Agenda, PLC Log

G1.B1.S3 Effectively use small group instruction

Action Step 1

Develop small groups based on student data

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

All year

Evidence of Completion

lesson plans,

Action Step 2

Develop differentiated instruction for all students through PLC

Person or Persons Responsible

Teachers, Coaches, and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans, Data Notebooks

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

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

Data Notebook Checks, Review Lesson Plans

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Data Notebook, Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S3

Data Notebook Checks, Review Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Lesson Plans

G1.B1.S4 Increase student engagement

Action Step 1

Review Kagan strategies for all teachers

Person or Persons Responsible

Teachers, Coaches, and Administrators

Target Dates or Schedule

Pre-Planning

Evidence of Completion

Exit Ticket

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Continue to model Kagan strategies during Early Release workshops and PLC meetings

Person or Persons Responsible

Teachers

Target Dates or Schedule

All year

Evidence of Completion

PLC and Early Release Agendas, Exit Ticket

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, and Administrators

Action Step 3

Implement Kagan strategies in the classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

All year

Evidence of Completion

Walk-through Checklist, Lesson Plans, CAST

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Review Lesson Plans, Classroom Walk-Through

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

CAST, Lesson Plans, Walk-Through Checklist

Plan to Monitor Effectiveness of G1.B1.S4

Review Lesson Plans, Classroom Walk-Through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

CAST, Lesson Plans, Walk-Through Checklist

G1.B2 Science instruction is inconsistently taught across grade levels.

G1.B2.S1 Cross curricular teaching

Action Step 1

Collaborate with teachers during PLC on the 5 E's research based instructional model

Person or Persons Responsible

Teachers, District Science Coach and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Focus Walks, Lesson Plans, Classroom Observations

Facilitator:

Coaches and Administrators

Participants:

Teachers, District Science Coach and Administrators

Action Step 2

Develop lesson plans that incorporate the 5 E's research based instructional model

Person or Persons Responsible

District Science Coach

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Classroom Observations

Facilitator:

Coaches and Administrators

Participants:

Teachers and District Science Coach

Action Step 3

Provide relevant classroom experiences to connect the investigations with concepts taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Classroom Observations, Lesson Plans, Journals

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

Review Lesson Plans, Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Teachers, District Science Coach and Administrator

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, Data Notebook Checks

Plan to Monitor Effectiveness of G1.B2.S1

Review Lesson Plans, Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Teachers, District Science Coach and Administrator

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, Data Notebook Checks

G1.B2.S2 Incorporating a science lab on the master schedule

Action Step 1

Support science teachers through the coaching cycle

Person or Persons Responsible

District Science Coach and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Focus Walks, PLC Logs,

Facilitator:

Coaches and Administrators

Participants:

Teachers, District Science Coach and Administrators

Action Step 2

Implement the 5 E's research based instructional model

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Journals, Classroom Artifacts

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Review Lesson Plans, Data Notebook Checks

Person or Persons Responsible

District Science Coach and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks

Plan to Monitor Effectiveness of G1.B2.S2

Review Lesson Plans, Data Notebook Checks

Person or Persons Responsible

Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks

G1.B2.S3 Incorporate a higher level of cognitive complexity questions

Action Step 1

Provide professional development on Webb's Depth of Knowledge

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Student Journals

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 2

Develop lessons that incorporate a higher level of cognitive complexity

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Classroom observations, Cast

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Review Lesson Plans, Data Notebook Checks, Classroom Walk-through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks, CAST

Plan to Monitor Effectiveness of G1.B2.S3

Review Lesson Plans, Data Notebook Checks, Classroom Walk-through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks, Walk-through Checklist, CAST

G2. The percentage of student achievement will increase in Mathematics for Social-Economically Disadvantaged, (51% to 53%); African American (53% to 49%) and lowest 25%, (84% to 86%) on the 2014 FCAT 2.0.

G2.B1 Lack of differentiated small-group instruction

G2.B1.S1 Provide professional learning communities for teachers to create and analyze assessments to determine student need

Action Step 1

Master schedule to include common planning time

Person or Persons Responsible

Administrators

Target Dates or Schedule

July 2013

Evidence of Completion

Completed Master schedule

Action Step 2

Analyze data to determine differentiated small group configurations and instructional needs

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, Lesson Plans, Data Notebook Checks

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 3

Weekly debriefing of weekly PLC meetings to review data and determine next steps

Person or Persons Responsible

Leadership team

Target Dates or Schedule

every Monday

Evidence of Completion

Leadership team minutes

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

Participation of Coaches and Administrators during weekly PLC meetings. Create PLC agendas and review data notebooks and lesson plans

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Leadership Team Minutes, Lesson Plans, PLC Agendas, Data Notebook Checks

Plan to Monitor Effectiveness of G2.B1.S1

Administrators, Coaches, and Leadership Team will review weekly data, CGS's, Data from CAST Observations, Exit Tickets and student work to ensure grade-levels are collaborating on a weekly basis.

Person or Persons Responsible

Leadership Team, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Ongoing Progress Monitoring, CAST, Exit Tickets, FCAT Growth, Student Work, PLC Agendas

G2.B1.S2 Fidelity of differentiated small group instruction based on student need

Action Step 1

Daily pull out students that are in the lowest 25% proficiency in math and provide additional remediation instruction

Person or Persons Responsible

Interventionist

Target Dates or Schedule

All Year

Evidence of Completion

Student schedule, Interventionist Log

Action Step 2

Focused lesson plans for differentiated small group instruction based on assessment data for current student need.

Person or Persons Responsible

Interventionist, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Anecdotal Notes, Data Notebook Checks

Facilitator:

Coaches and Administrators

Participants:

Teachers, Interventionist, Coaches and Administrators

Action Step 3

Monitor small group instruction through Focus-walks

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Anecdotal Notes, CAST

Action Step 4

Embed differentiated small group instruction into daily lesson plans

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Daily Schedules

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

Monitoring of differentiated small group instruction through Focus Walks, Informal and Formal Observations, and lesson plan checks to ensure differentiated small groups are embedded into instruction daily.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, CAST

Plan to Monitor Effectiveness of G2.B1.S2

Coaches and Administrators will conduct Focus Walks, Formal and Informal Observations and review Anecdotal Notes and Lesson Plans to ensure implementation

Person or Persons Responsible

Coaches, Leadership Team and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Anecdotal Notes, Focus Walk documentation, CAST Scripting and Rubrics

G2.B1.S3 Increase student engagement through Kagan strategies in lesson plans

Action Step 1

Provide professional development of Kagan strategies review

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

August 2013

Evidence of Completion

Professional development calendar

Facilitator:

Teachers, Coaches and Administrators

Participants:

Teachers

Action Step 2

Integrate Kagan strategies into daily lesson plan

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Action Step 3

Lesson Plan Review

Person or Persons Responsible

Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Anecdotal Notes

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

Conduct Focus Walks, Informal and Formal Observations, Professional Development on implementing Kagan Strategies in to daily instruction

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, CAST

Plan to Monitor Effectiveness of G2.B1.S3

Administrators will monitor Lesson Plans to ensure integration of Kagan Strategies into daily instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

G2.B1.S4 Establish model classroom for teacher to access and observe throughout the year

Action Step 1

Observe Model Classroom during small group Math instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Anecdotal Notes, Schedule

Action Step 2

Debrief on observation and impact on future instruction/strategies and next steps

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Anecdotal Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Allow teachers to observe a Model Classroom during Math small group instruction. Debrief with administrators and/or coaches

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Anecdotal Notes, Teacher summary of the impact of the instructional strategies/practices.

Plan to Monitor Effectiveness of G2.B1.S4

Administrators will debrief with teacher after observations to discuss impact on instructional practices and next steps

Person or Persons Responsible

Administrators

Target Dates or Schedule

Fall and Spring (two times per year)

Evidence of Completion

Anecdotal Notes, CAST

G3. The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 20% to 25% and students receiving a 7 or Above will increase from 60% to 65% for Math

G3.B1 Ineffective Teaching that does not address communication and behavior needs in the classroom

G3.B1.S1 Increase the use of the Quality Program Indicators

Action Step 1

Teachers will participate in QPI training through PLC.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

PLC Log, PLC Agenda

Facilitator:

Patricia Weigel

Participants:

Teachers, Coaches and Administrators

Action Step 2

Collaboration and ongoing support to implement the QPI in the classroom.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI checklist, PLC Log, PLC Agenda

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

Collaboration and ongoing support to implement the QPI in the classroom.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI Checklist, PLC Logs

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of the QPI in the classroom.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI Checklist, Walk-Through Checklist

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The number of students achieving FCAT level 4 and higher will increase from 64% to 65 % on FCAT Writing Exam.

G4.B1 Teachers are not consistently implementing Writing across the grade levels.

G4.B1.S1 Provide professional development on the implementation of Writing in all grade levels

Action Step 1

Create a master schedule to include two hours of PLC each week for all grade levels

Person or Persons Responsible

Coach, Administrators

Target Dates or Schedule

July 2013

Evidence of Completion

Completed Schedule

Action Step 2

Analyze student writing data and debrief with Leadership Team

Person or Persons Responsible

Coach, Administrators, Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook

Facilitator:

Teachers, Coaches, Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 3

Develop lesson plans and monitor fidelity for writing across all grade levels.

Person or Persons Responsible

Coach, Administrators, Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Facilitator:

Coaches, Administrators

Participants:

Teachers, Coaches, Administrators

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

Analyze student data. Review data notebook and lesson plans, review student portfolios, writing journals and works in progress, focus walks, CAST, Board Configuration checks, student data

Person or Persons Responsible

Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data notebooks, coaching logs, student portfolios, focus walk forms

Plan to Monitor Effectiveness of G4.B1.S1

Analyze student data. Review data notebook and lesson plans, review student portfolios, writing journals and works in progress, focus walks, CAST, Board Configuration checks, student data

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data notebooks, coaching logs, student portfolios, focus walk forms

G4.B1.S2 Analyze student work in all grade levels

Action Step 1

Use the state rubric to analyze student writing and assess student progress using the state rubric

Person or Persons Responsible

Coach, Administrators, Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Focus Walks, CAST

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 2

Analyze anchor papers with teacher and students.

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student Journals, Student work samples

Action Step 3

Use exemplar writing samples from CCS and monitor for effectiveness of scored prompts using the state rubric

Person or Persons Responsible

Coach, Administrators, Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Board Configurations, Student Journals, Writing Prompts

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, and Administrators

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

Analyze student data, review student portfolios, writing journals and works in progress,

Person or Persons Responsible

Teachers, Coaches, and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Student Portfolios, Writing Journals

Plan to Monitor Effectiveness of G4.B1.S2

Analyze student data, review student portfolios, writing journals and works in progress,

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Student Portfolios, Writing Journals

G4.B2 Teachers are not consistently implementing Writing across the content areas.

G4.B2.S1 Collaborative planning to use strategies in implementation of writing journals across the content areas.

Action Step 1

Use writing exemplars from Common Core Standards in the content areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Focus Walks, CAST, Student Journals

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 2

Develop focused lessons to include student journal writing in the content area.

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Board Configurations, Student Journals

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

Analyze student work, analyze writing journals,

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data notebooks, coaching logs, student portfolios

Plan to Monitor Effectiveness of G4.B2.S1

Analyze student work, analyze writing journals,

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data notebooks, coaching logs, student portfolios

G4.B2.S2 Analyze student writing samples from all content areas to form small groups for focused instruction

Action Step 1

Use exemplar writing samples from Common Core Standards and monitor for effectiveness of scored prompts using the state rubric

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student journals, Writing Prompts, Lesson Plans

Facilitator:

Coaches, Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 2

Use the state rubric to analyze student writing and assess student progress using the state rubric

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

CAST, Writing Prompts,

Facilitator:

Coaches, Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 3

Analyze anchor papers with teacher and students

Person or Persons Responsible

Students, Teachers, Coaches, and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Writing Prompts

Facilitator:

Coaches, and Administrators

Participants:

Teachers, Coaches, and Administrators

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Review Student Portfolios, Lesson Plans, Writing Journals

Person or Persons Responsible

Teachers, Coaches, and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student Portfolios, Lesson Plans, Writing Journals

Plan to Monitor Effectiveness of G4.B2.S2

Student Portfolios, Lesson Plans, Writing Journals

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student Portfolios, Lesson Plans, Writing Journals

G5. Reading proficiency will increase with the lowest 25% from to ; with Black/African Americans from 39% to 50% and with economically disadvantaged students from 40% to 48%.

G5.B1 Students lack life experiences that provide necessary background knowledge to facilitate reading comprehension

G5.B1.S1 Provide Life Experiences

Action Step 1

Provide a variety of in school and after school opportunities to enhance life experiences.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Calendar of events

Action Step 2

Provide field trips that enhance the students' life experience

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Calendar of Events, Data Notebook

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

Calendar of varied events before/after school as well as during the school day

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook

Plan to Monitor Effectiveness of G5.B1.S1

Calendar of varied events before/after school as well as during the school day

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook

G5.B1.S2 Use FCIM process to show student needs

Action Step 1

Develop FCIM calendars

Person or Persons Responsible

Coaches Teachers and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

FCIM calendar

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Implement FCIM strategies in the classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Walk-Through Checklist, Lesson Plans, CAST

Plan to Monitor Fidelity of Implementation of G5.B1.S2

FCIM Calendars, Data Notebook, Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

FCIM Calendars, Data Notebook, Lesson Plans

Plan to Monitor Effectiveness of G5.B1.S2

FCIM Calendars, Data Notebook, Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

FCIM Calendars, Data Notebook Checks, Lesson Plan Review

G5.B2 Teachers need to effectively implement differentiated instruction

G5.B2.S1 Individual teachers will receive professional development on the implementation of differentiated instruction.

Action Step 1

Professional development during PLC in regards to the implementation of differentiated instruction

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

First nine weeks

Evidence of Completion

PLC Logs, PLC Agenda, Lesson Plan

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Ongoing support through the Coaching Cycle

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

All Year

Evidence of Completion

Coach's Log, PLC Log

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

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

PLC Logs, Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Logs, PLC Agenda, Lesson Plan Review

Plan to Monitor Effectiveness of G5.B2.S1

PLC Logs, Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Logs, PLC Agenda, Lesson Plan Review

G5.B2.S2 School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific common lessons that include appropriate content-specific vocabulary instruction.

Action Step 1

Coaches and Administrators will provide support for individual teachers through co-planning to incorporate differentiated instruction.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Coaches and Administrators will provide support for individual teachers through observing instruction, and/or debriefing to incorporate differentiated instruction.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Review Lesson Plans, Classroom Walk-Through, CAST

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, CAST

Plan to Monitor Effectiveness of G5.B2.S2

Review Lesson Plans, Classroom Walk-Through, CAST

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, CAST

G6. The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 0.05% to 1% and students receiving a 7 or Above will increase from 80% to 85% for Reading

G6.B1 Ineffective Teaching that does not address communication and behavior needs in the classroom

G6.B1.S1 Increase the use of the Quality Program Indicators

Action Step 1

Teachers will participate in QPI training through PLC.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

PLC Log, PLC Agenda

Facilitator:

Patricia Weigel

Participants:

Teachers, Coaches and Administrators

Action Step 2

Collaboration and ongoing support to implement the QPI in the classroom.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI checklist, PLC Log, PLC Agenda

Facilitator:

Patricia Weigel

Participants:

Teachers, Coaches and Administrators

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

Collaboration and ongoing support to implement the QPI in the classroom.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI Checklist, PLC Logs

Plan to Monitor Effectiveness of G6.B1.S1

Implementation of the QPI in the classroom.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI Checklist, Walk-Through Checklist

G6.B1.S2 Improve behavior and communication skills in the classroom.

Action Step 1

Develop Communication and/or Behavior plans

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

October 2013

Evidence of Completion

FBA, Communication Plan

Facilitator:

Patricia Weigel

Participants:

Teachers, Coaches and Administrators

Action Step 2

Implement Behavior and Communication Plans

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, FBA, Communication Plan

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

Behavior and Communication Plans in effect

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

FBA, Communication Plan, Data Notebook

Plan to Monitor Effectiveness of G6.B1.S2

Behavior and Communication Plans in effect

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

FBA, Communication Plan, Data Notebook

G6.B2 Lack of Differentiated Instruction

G6.B2.S1 Data Analysis

Action Step 1

Teachers will analyze data to determine students' baseline abilities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

First month of School

Evidence of Completion

CGA, Data Notebook Review

Action Step 2

Teachers will monitor student progress

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook, Progress Monitoring Form

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

Teachers will analyze data to determine students' baseline abilities. Teachers will monitor student progress.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook, Curriculum Based Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Teachers will analyze data to determine students' baseline abilities. Teachers will monitor student progress.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook, Curriculum Based Assessments

G6.B2.S2 Lesson Plan development

Action Step 1

Use data to develop lesson plans that address the unique needs of the students.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, PLC Agenda, Lesson Plans

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Use Progress Monitoring to continuously differentiate lessons to meet student needs

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Progress Monitoring Form

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

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

Use data to develop lesson plans that address the unique needs of the students. Use Progress Monitoring to continuously differentiate lessons to meet student needs

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Progress Monitoring Form, PLC Log, PLC Agenda, Lesson Plans

Plan to Monitor Effectiveness of G6.B2.S2

Use data to develop lesson plans that address the unique needs of the students. Use Progress Monitoring to continuously differentiate lessons to meet student needs

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Progress Monitoring Form, PLC Log, PLC Agenda, Lesson Plans

G6.B2.S3 Small Group

Action Step 1

Develop small groups based on individual student needs.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Lesson Plans

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Develop differentiated instruction for all students through PLC

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Plan to Monitor Fidelity of Implementation of G6.B2.S3

Develop small groups based on individual student needs. Develop differentiated instruction for all students through PLC

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Lesson Plans

Plan to Monitor Effectiveness of G6.B2.S3

Develop small groups based on individual student needs. Develop differentiated instruction for all students through PLC

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Lesson Plans

G7. Increase the percentage and number of students achieving level 3 in Reading in Grade 3-5 on the 2014 FCAT 2.0.

G7.B1 Reading Below Grade Level

G7.B1.S1 Professional Learning Community two hours per week

Action Step 1

Create a Master Schedule to include two hours of PLC each week for all grade levelsw

Person or Persons Responsible

Principal, Assistant Principal, Coaches

Target Dates or Schedule

July 2013

Evidence of Completion

Completed Schedule

Action Step 2

Analyze student data

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook

Action Step 3

Develop Lesson Plans that support instruction across content area

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

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

Review Lesson Plans, Data Notebook Checks, PLC Log, PLC Agenda

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, PLC Agenda, Data Notebook Checklist

Plan to Monitor Effectiveness of G7.B1.S1

PLC Log, PLC Agenda, Data Notebook Checks, Review Lesson Plans

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, PLC Agenda, Data Notebook Checks, Review Lesson Plans

G7.B1.S2 Effectively use Small Group Instruction Consistently

Action Step 1

Develop Small Groups based on individual student needs

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Action Step 2

Develop differentiated instruction for all students through PLC

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student Data, Lesson Plans, Rtl, CGA

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

Data Notebook Checks, Review Lesson Plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, PLC Agenda

Plan to Monitor Effectiveness of G7.B1.S2

Data Notebook Checks, Lesson Plans

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks

G7.B1.S3 Increase Student Engagement

Action Step 1

Review Kagan strategies for all teachers

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Pre-Planning Training

Evidence of Completion

Exit Ticket

Facilitator:

Teachers, Coaches and Administrators

Participants:

All teachers

Action Step 2

Continue to model Kagan strategies during Early Release workshops and PLC meetings

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Agendas, Exit Tickets

Facilitator:

Teachers, Coaches and Administrators

Participants:

All Teachers, Coaches and Administrators

Action Step 3

Implement Kagan strategies in the classroom

Person or Persons Responsible

All teachers

Target Dates or Schedule

All Year

Evidence of Completion

Walk-Thru, Lesson Plans, CAST

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

Review Lesson Plans, Conduct Classroom Walk-Through

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

CAST, Lesson Plans, Walk-Through Checklist

Plan to Monitor Effectiveness of G7.B1.S3

Review Lesson Plans, Conduct Classroom Walk-Through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

CAST, Lesson Plans, Walk-Through Checklist

G7.B1.S4 Gradual Release

Action Step 1

Review Gradual Release expectations for all teachers

Person or Persons Responsible

Principal

Target Dates or Schedule

Pre-Planning Training

Evidence of Completion

Exit Ticket

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 2

Continue support through the Coaching Cycle

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Thru, Data Notebook

Plan to Monitor Fidelity of Implementation of G7.B1.S4

Review Lesson Plans, Conduct Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, Data Notebook Checks, Exit Tickets

Plan to Monitor Effectiveness of G7.B1.S4

Review Lesson Plans, Conduct Classroom Walk-Through, Data Notebook Checks

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Walk-Through Checklist, Data Notebook Checks, Exit Tickets

G7.B2 Teachers have low expectations for students

G7.B2.S1 Unpacking the standards

Action Step 1

Teachers will review and define what the standard is actually asking the student to know or accomplish

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Journal, Rubric

Facilitator:

Coaches and Administrators

Participants:

All Classroom Teachers

Action Step 2

Teachers will determine the depth and rigor of each standard at a particular level

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Rubric

Facilitator:

Coaches and Administrators

Participants:

All Classroom Teachers

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

Through PLC meeting time, teachers, coaches and administrators will review standards. They will determine the depth and rigor of each standard.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, Lesson Plans, Walk-Through Checklist, CAST, District Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Teachers, coaches and administrators will review standards. They will determine the depth and rigor of each standard.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, Lesson Plans, Classroom Walk-Through, CAST, District Assesments

G7.B2.S2 Data Analysis

Action Step 1

Data will be used to determine the students baseline level of understanding

Person or Persons Responsible

Coaches and Teachers

Target Dates or Schedule

All Year

Evidence of Completion

District Assessments, Curriculum Based Assessments

Facilitator:

Coaches and Administrators

Participants:

Teachers and Coaches

Action Step 2

Data will continuously be reviewed to monitor student progress according to the standards

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Quarterly Progress Monitoring Form, FCIM

Facilitator:

Coaches and Administrators

Participants:

Teachers

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

Data will be used to determine baseline and to continue monitoring student progress

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, PLC Log, CAST, District Assessments

Plan to Monitor Effectiveness of G7.B2.S2

Data will continuously be reviewed to monitor the student progress according to the standards

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

District Assessments, Curriculum Based Assessments

G7.B2.S3 Teacher Accountability

Action Step 1

Teachers will use clear and concise language for students

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Walk-Thru, Lesson Plans

Action Step 2

Teachers will use lesson plans that show differentiation for all students

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B2.S3

Lesson Plan Review, Classroom Walk-Through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plan Review, Walk-Through Checklist, CAST

Plan to Monitor Effectiveness of G7.B2.S3

Lesson Plan Review, Classroom Walk-Through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plan Review, Walk-Through Checklist, CAST

G8. Increase the percentage of students achieving FCAT levels 4 and 5 in Reading on the 2014 FCAT 2.0 from 15% to 18%.

G8.B1 Lack of Differentiated Instruction

G8.B1.S1 Data Analysis

Action Step 1

Teachers will monitor student progress

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, CAST, Progress Monitoring Form

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Teachers will analyze data to determine student baseline abilities

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

August 2013

Evidence of Completion

Data Notebook

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

Review Lesson Plans, Data Notebook Checks

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook Checks, Lesson Plan Review

Plan to Monitor Effectiveness of G8.B1.S1

Data Notebook Checks, Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plan Review, Data Notebook Checks,

G8.B1.S2 Small Group

Action Step 1

Develop Small Groups based on individual student needs

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, PLC Logs

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, Administrators

Action Step 2

Develop Differentiated Instruction for all students through PLC

Person or Persons Responsible

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student Data, Lesson Plans, Rtl,

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Review Lesson Plans, Data Notebook, Classroom Walk-Through

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks, Walk-Through Checklist

Plan to Monitor Effectiveness of G8.B1.S2

Classroom Walk-Through, Data Notebook, Lesson Plans

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook Checks, Walk-Through Checklist

G8.B1.S3 Literature Circles

Action Step 1

Literature Circles will be used for students that are reading at or above grade level

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Facilitator:

Coaches and Administrators

Participants:

Teachers

Action Step 2

Teachers will use literature circles to increase students' ability to answer higher order questions

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

G8.B2 Ineffective Questioning Strategies

G8.B2.S1 Use Webb's Depth of Knowledge to promote higher order questioning

Action Step 1

Through PLC and Early Release opportunities, teachers will receive professional development on utilizing Webb's Depth of Knowledge

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

November 2013

Evidence of Completion

Exit Ticket, Agenda

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches, and Administrators

Action Step 2

Ongoing support and collaboration with teachers to develop higher order questions

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Professional development on Webb's Depth of Knowledge. Ongoing support and collaboration with teachers to develop higher order questions

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Exit Tickets, Agenda

Plan to Monitor Effectiveness of G8.B2.S1

Professional development on Webb's Depth of Knowledge. Ongoing support and collaboration with teachers to develop higher order questions

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Lesson Plans, Exit Tickets, Agenda

G8.B2.S2 Differentiated Instruction

Action Step 1

Collaborate with teachers to analyze data and lesson plans to address the unique needs of all students

Person or Persons Responsible

Teachers, Coaches, and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, PLC Logs

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Action Step 2

Ongoing support to teachers in developing differentiated lessons and activities.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, PLC Logs

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Ongoing support to teachers in developing differentiated lessons and activities. Collaborate with teachers to analyze data and lesson plans to address the unique needs of all students

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Review of Lesson Plans, PLC Logs

Plan to Monitor Effectiveness of G8.B2.S2

Ongoing support to teachers in developing differentiated lessons and activities. Collaborate with teachers to analyze data and lesson plans to address the unique needs of all students

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Review of Lesson Plans, PLC Log

G9. The percentage of student achievement in Mathematics of Level 3 and above in 3rd-5th grade will increase from 55% proficiency to 60% proficiency on the 2014 FCAT 2.0 Assessment.

G9.B1 Lack of small-group, differentiated instruction

G9.B1.S1 Provide Professional Development in creation, implementation and evaluation of small-group, differentiated instruction.

Action Step 1

Analyze data to determine small-group configurations and instructional needs.

Person or Persons Responsible

Principal, Assistant Principal, Teachers, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Learning Community Minutes (PLC's) Lesson Plans Data Notebooks Ongoing Observations by administration

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

Monitor Small-Group instruction through focus-walks and monitor lesson plans for evidence of embedded small-group instruction.

Person or Persons Responsible

Principal, Assistant Principal, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Anecdotal Notes Lesson Plans CAST Observations

Plan to Monitor Effectiveness of G9.B1.S1

Monitor Small-Group instruction through focus-walks and monitor lesson plans for evidence of embedded small-group instruction.

Person or Persons Responsible

Principal, Assistant Principal, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Anecdotal Notes Lesson Plans CAST Observations

G9.B1.S2 Create a Master Schedule to provide adequate time to incorporate small-group instruction everyday during the Mathematics block.

Action Step 1

Creation of a school-wide Master Schedule to incorporate small-group instruction during the Mathematics block.

Person or Persons Responsible

Administration

Target Dates or Schedule

August

Evidence of Completion

Master Schedule

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

Monitor implementation of Master Schedule requirements in the regular school day.

Person or Persons Responsible

Principal, Assistant Principal, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST Observations Focus-Walks Leadership Team Minutes

Plan to Monitor Effectiveness of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9.B1.S3 Monitoring by administration and coaches of fidelity of small-group instruction.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9.B2 Variance of teacher expectations

G9.B2.S1 Creation of rubrics to evaluate student learning and mastery of standards.

Action Step 1

Professional Development in the creation and use of rubrics.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach

Target Dates or Schedule

November, 2013

Evidence of Completion

Teacher implementation of rubrics into assessments (formal and informal) as well as into data notebook for ongoing progress monitoring purposes.

Facilitator:

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach

Participants:

All classroom teachers

Action Step 2

Administration will construct a master schedule that will include common planning time used for each grade level. Teachers are expected to collaborate, analyze data, and create data-driven lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade-Level Minutes Common Assessments Common Lesson Plans

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

Creation of rubrics to evaluate student learning and mastery of standards.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Rubrics embedded into formal and informal assessments as well as present in data notebooks for ongoing progress monitoring.

Plan to Monitor Effectiveness of G9.B2.S1

Creation of rubrics to evaluate student learning and mastery of standards.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Rubrics embedded into formal and informal assessments as well as present in data notebooks for ongoing progress monitoring.

G9.B2.S2 Participation in Professional Learning Communities (PLC's) with grade-level/content area teachers to unpack standards and establish criteria for mastery of standards.

Action Step 1

Professional Learning Communities (PLC's) during planning time twice a week. Teachers use this time to analyze data, unpack standards, establish criteria for mastery of standards and creation of common assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessments Grade-Level Meeting Minutes

Action Step 2

Creation of Master Schedule that will incorporate common planning time for teachers.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Leadership team will monitor PLC meetings weekly, review grade-level meeting minutes, and observations.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach
Patricia Weigel-CSS Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team Meeting Minutes CAST

Plan to Monitor Effectiveness of G9.B2.S2

Leadership team will conduct observations, attend PLC meetings weekly, and review grade-level meeting minutes.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach
Patricia Weigel-CSS Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team Meeting Minutes CAST

G9.B5 Lack of immediate feedback to students

G9.B5.S1 Beginning teachers and teachers that need extra support will observe master teachers during small-group instruction.

Action Step 1

Teachers will observe master teachers during small-group and whole-group Math instruction to observe the use of immediate feedback during lessons

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of observation times anecdotal notes

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Monitoring teachers will observing master teachers during small-group and whole-group Math instruction to observe the use of immediate feedback during lessons.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach
Patricia Weigel-Site Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation schedule Anecdotal Notes Debrief Conferences

Plan to Monitor Effectiveness of G9.B5.S1

Monitoring teachers will observing master teachers during small-group and whole-group Math instruction to observe the use of immediate feedback during lessons.

Person or Persons Responsible

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach
Patricia Weigel-Site Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation schedule Anecdotal Notes Debrief Conferences

G10. The percentage of students making learning gains on FCAT 2.0 Reading will increase from 65% to 70%. The learning gains for the lowest 25% of students will increase from 58% to 65%.

G10.B1 Lack of Differentiated Instruction

G10.B1.S1 Data Analysis

Action Step 1

Teachers will analyze data to determine student baseline abilities.

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

August 2013

Evidence of Completion

District Assessments, Curriculum Based Assesements

Action Step 2

Teachers will monitor student progress

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, CAST, Progress Monitoring Form

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

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

Teachers will analyze data to determine student baseline abilities. Teachers will monitor student progress.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, CAST, Progress Monitoring Form

Plan to Monitor Effectiveness of G10.B1.S1

Teachers will analyze data to determine student baseline abilities. Teachers will monitor student progress.

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, CAST, Progress Monitoring Form, District Assessments, Curriculum Based Assessments

G10.B1.S2 Small Groups

Action Step 1

Develop small groups based on student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

Action Step 2

Develop Differentiated Instruction for all students through PLC

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans, Data Notebook, Rtl, CGA

Facilitator:

Coaches and Administrators

Participants:

Teachers, Coaches and Administrators

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

Develop small groups based on student needs. Develop Differentiated Instruction for all students through PLC

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Lesson Plans, Data Notebook, Rtl, CGA

Plan to Monitor Effectiveness of G10.B1.S2

Develop small groups based on student needs. Develop Differentiated Instruction for all students through PLC

Person or Persons Responsible

Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Data Notebook, Rtl, CGA

G10.B1.S3 Pull out small groups

Action Step 1

Pull out students for additional small group instruction.

Person or Persons Responsible

Interventionist, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Schedule, Classroom Walk-Through

Action Step 2

Use supplemental curriculum in the pull out group

Person or Persons Responsible

Interventionist, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Weekly Log, Weekly Assessments, Lesson Plans

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

Pull out students for additional small group instruction. Use supplemental curriculum in the pull out group

Person or Persons Responsible

Interventionist, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Schedule, Classroom Walk-Through, Weekly Log, Weekly Assessments, Lesson Plans

Plan to Monitor Effectiveness of G10.B1.S3

Pull out students for additional small group instruction. Use supplemental curriculum in the pull out group

Person or Persons Responsible

Interventionist, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Schedule, Classroom Walk-Through, Weekly Log, Weekly Assessments, Lesson Plans

G10.B1.S4 Success Maker

Action Step 1

Create a master schedule for all 3rd, 4th, and 5th grade students to access Success Maker.

Person or Persons Responsible

Administrators

Target Dates or Schedule

September 2013

Evidence of Completion

Schedule

Action Step 2

Students will consistently work on Success Maker

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Success Maker Assessments

Plan to Monitor Fidelity of Implementation of G10.B1.S4

Create a master schedule for all 3rd, 4th, and 5th grade students to access Success Maker. Students will consistently work on Success Maker

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Schedule and Success Maker Assessments

Plan to Monitor Effectiveness of G10.B1.S4

Create a master schedule for all 3rd, 4th, and 5th grade students to access Success Maker. Students will consistently work on Success Maker

Person or Persons Responsible

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Schedule and Success Maker Assessments

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

Individuals with Disabilities Education Act (IDEA): Supplemental Instruction through funds by Title I will be discussed with parents during the development of the students Individual Education Plan (IEP).

Title III: Provide services to ensure that English Language Learners (ELLs) meet the academic content and English proficiency standards. Title III funds will be coordinated with Title I funds to provide extra support to ELLs by offering internal and external safety nets in academic language acquisition.

Title I Pre-K: All Title I Pre-K students will participate in the Back-Pack Program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student proficiency on the Science FCAT from 32% to 39% and to increase the percentage of students receiving a level 4 or above from 17% to 22%.

G1.B1 Students are not reading on grade level

G1.B1.S2 Professional Learning Community two hours per week

PD Opportunity 1

Analyze student data

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Data Notebook, Student Portfolios, CAST

PD Opportunity 2

Develop lesson plans that support instruction across content areas

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans

G1.B1.S3 Effectively use small group instruction

PD Opportunity 1

Develop differentiated instruction for all students through PLC

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans, Data Notebooks

G1.B1.S4 Increase student engagement

PD Opportunity 1

Review Kagan strategies for all teachers

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

Pre-Planning

Evidence of Completion

Exit Ticket

PD Opportunity 2

Continue to model Kagan strategies during Early Release workshops and PLC meetings

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, and Administrators

Target Dates or Schedule

All year

Evidence of Completion

PLC and Early Release Agendas, Exit Ticket

G1.B2 Science instruction is inconsistently taught across grade levels.

G1.B2.S1 Cross curricular teaching

PD Opportunity 1

Collaborate with teachers during PLC on the 5 E's research based instructional model

Facilitator

Coaches and Administrators

Participants

Teachers, District Science Coach and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Focus Walks, Lesson Plans, Classroom Observations

PD Opportunity 2

Develop lesson plans that incorporate the 5 E's research based instructional model

Facilitator

Coaches and Administrators

Participants

Teachers and District Science Coach

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Classroom Observations

G1.B2.S2 Incorporating a science lab on the master schedule

PD Opportunity 1

Support science teachers through the coaching cycle

Facilitator

Coaches and Administrators

Participants

Teachers, District Science Coach and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Focus Walks, PLC Logs,

G1.B2.S3 Incorporate a higher level of cognitive complexity questions

PD Opportunity 1

Provide professional development on Webb's Depth of Knowledge

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Student Journals

PD Opportunity 2

Develop lessons that incorporate a higher level of cognitive complexity

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Classroom observations, Cast

G2. The percentage of student achievement will increase in Mathematics for Social-Economically Disadvantaged,(51% to 53%); African American (53% to 49%) and lowest 25%, (84% to 86%) on the 2014 FCAT 2.0.

G2.B1 Lack of differentiated small-group instruction

G2.B1.S1 Provide professional learning communities for teachers to create and analyze assessments to determine student need

PD Opportunity 1

Analyze data to determine differentiated small group configurations and instructional needs

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, Lesson Plans, Data Notebook Checks

G2.B1.S2 Fidelity of differentiated small group instruction based on student need

PD Opportunity 1

Focused lesson plans for differentiated small group instruction based on assessment data for current student need.

Facilitator

Coaches and Administrators

Participants

Teachers, Interventionist, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Anecdotal Notes, Data Notebook Checks

G2.B1.S3 Increase student engagement through Kagan strategies in lesson plans

PD Opportunity 1

Provide professional development of Kagan strategies review

Facilitator

Teachers, Coaches and Administrators

Participants

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Professional development calendar

G3. The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 20% to 25% and students receiving a 7 or Above will increase from 60% to 65% for Math

G3.B1 Ineffective Teaching that does not address communication and behavior needs in the classroom

G3.B1.S1 Increase the use of the Quality Program Indicators

PD Opportunity 1

Teachers will participate in QPI training through PLC.

Facilitator

Patricia Weigel

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

September 2013

Evidence of Completion

PLC Log, PLC Agenda

G4. The number of students achieving FCAT level 4 and higher will increase from 64% to 65 % on FCAT Writing Exam.

G4.B1 Teachers are not consistently implementing Writing across the grade levels.

G4.B1.S1 Provide professional development on the implementation of Writing in all grade levels

PD Opportunity 1

Analyze student writing data and debrief with Leadership Team

Facilitator

Teachers, Coaches, Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook

PD Opportunity 2

Develop lesson plans and monitor fidelity for writing across all grade levels.

Facilitator

Coaches, Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

G4.B1.S2 Analyze student work in all grade levels

PD Opportunity 1

Use the state rubric to analyze student writing and assess student progress using the state rubric

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Focus Walks, CAST

PD Opportunity 2

Use exemplar writing samples from CCS and monitor for effectiveness of scored prompts using the state rubric

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Board Configurations, Student Journals, Writing Prompts

G4.B2 Teachers are not consistently implementing Writing across the content areas.

G4.B2.S1 Collaborative planning to use strategies in implementation of writing journals across the content areas.

PD Opportunity 1

Use writing exemplars from Common Core Standards in the content areas.

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Focus Walks, CAST, Student Journals

G4.B2.S2 Analyze student writing samples from all content areas to form small groups for focused instruction

PD Opportunity 1

Use exemplar writing samples from Common Core Standards and monitor for effectiveness of scored prompts using the state rubric

Facilitator

Coaches, Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Student journals, Writing Prompts, Lesson Plans

PD Opportunity 2

Use the state rubric to analyze student writing and assess student progress using the state rubric

Facilitator

Coaches, Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

CAST, Writing Prompts,

PD Opportunity 3

Analyze anchor papers with teacher and students

Facilitator

Coaches, and Administrators

Participants

Teachers, Coaches, and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Writing Prompts

G5. Reading proficiency will increase with the lowest 25% from to ; with Black/African Americans from 39% to 50% and with economically disadvantaged students from 40% to 48%.

G5.B1 Students lack life experiences that provide necessary background knowledge to facilitate reading comprehension

G5.B1.S2 Use FCIM process to show student needs

PD Opportunity 1

Develop FCIM calendars

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

FCIM calendar

G5.B2 Teachers need to effectively implement differentiated instruction

G5.B2.S1 Individual teachers will receive professional development on the implementation of differentiated instruction.

PD Opportunity 1

Professional development during PLC in regards to the implementation of differentiated instruction

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

First nine weeks

Evidence of Completion

PLC Logs, PLC Agenda, Lesson Plan

PD Opportunity 2

Ongoing support through the Coaching Cycle

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Coach's Log, PLC Log

G5.B2.S2 School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific common lessons that include appropriate content-specific vocabulary instruction.

PD Opportunity 1

Coaches and Administrators will provide support for individual teachers through co-planning to incorporate differentiated instruction.

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

G6. The percentage of students receiving 4,5,or 6 on the Florida Alternate Assessment will increase from 0.05% to 1% and students receiving a 7 or Above will increase from 80% to 85% for Reading

G6.B1 Ineffective Teaching that does not address communication and behavior needs in the classroom

G6.B1.S1 Increase the use of the Quality Program Indicators

PD Opportunity 1

Teachers will participate in QPI training through PLC.

Facilitator

Patricia Weigel

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

September 2013

Evidence of Completion

PLC Log, PLC Agenda

PD Opportunity 2

Collaboration and ongoing support to implement the QPI in the classroom.

Facilitator

Patricia Weigel

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

QPI checklist, PLC Log, PLC Agenda

G6.B1.S2 Improve behavior and communication skills in the classroom.

PD Opportunity 1

Develop Communication and/or Behavior plans

Facilitator

Patricia Weigel

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

October 2013

Evidence of Completion

FBA, Communication Plan

G6.B2 Lack of Differentiated Instruction

G6.B2.S2 Lesson Plan development

PD Opportunity 1

Use data to develop lesson plans that address the unique needs of the students.

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, PLC Agenda, Lesson Plans

PD Opportunity 2

Use Progress Monitoring to continuously differentiate lessons to meet student needs

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Progress Monitoring Form

G6.B2.S3 Small Group

PD Opportunity 1

Develop small groups based on individual student needs.

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Data Notebook, Lesson Plans

PD Opportunity 2

Develop differentiated instruction for all students through PLC

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans

G7. Increase the percentage and number of students achieving level 3 in Reading in Grade 3-5 on the 2014 FCAT 2.0.

G7.B1 Reading Below Grade Level

G7.B1.S3 Increase Student Engagement

PD Opportunity 1

Review Kagan strategies for all teachers

Facilitator

Teachers, Coaches and Administrators

Participants

All teachers

Target Dates or Schedule

Pre-Planning Training

Evidence of Completion

Exit Ticket

PD Opportunity 2

Continue to model Kagan strategies during Early Release workshops and PLC meetings

Facilitator

Teachers, Coaches and Administrators

Participants

All Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Agendas, Exit Tickets

G7.B1.S4 Gradual Release

PD Opportunity 1

Review Gradual Release expectations for all teachers

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

Pre-Planning Training

Evidence of Completion

Exit Ticket

G7.B2 Teachers have low expectations for students

G7.B2.S1 Unpacking the standards

PD Opportunity 1

Teachers will review and define what the standard is actually asking the student to know or accomplish

Facilitator

Coaches and Administrators

Participants

All Classroom Teachers

Target Dates or Schedule

All Year

Evidence of Completion

PLC Journal, Rubric

PD Opportunity 2

Teachers will determine the depth and rigor of each standard at a particular level

Facilitator

Coaches and Administrators

Participants

All Classroom Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, Rubric

G7.B2.S2 Data Analysis

PD Opportunity 1

Data will be used to determine the students baseline level of understanding

Facilitator

Coaches and Administrators

Participants

Teachers and Coaches

Target Dates or Schedule

All Year

Evidence of Completion

District Assessments, Curriculum Based Assessments

PD Opportunity 2

Data will continuously be reviewed to monitor student progress according to the standards

Facilitator

Coaches and Administrators

Participants

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Quarterly Progress Monitoring Form, FCIM

G8. Increase the percentage of students achieving FCAT levels 4 and 5 in Reading on the 2014 FCAT 2.0 from 15% to 18%.

G8.B1 Lack of Differentiated Instruction

G8.B1.S1 Data Analysis

PD Opportunity 1

Teachers will monitor student progress

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, CAST, Progress Monitoring Form

G8.B1.S2 Small Group

PD Opportunity 1

Develop Small Groups based on individual student needs

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, PLC Logs

G8.B1.S3 Literature Circles

PD Opportunity 1

Literature Circles will be used for students that are reading at or above grade level

Facilitator

Coaches and Administrators

Participants

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

G8.B2 Ineffective Questioning Strategies

G8.B2.S1 Use Webb's Depth of Knowledge to promote higher order questioning

PD Opportunity 1

Through PLC and Early Release opportunities, teachers will receive professional development on utilizing Webb's Depth of Knowledge

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches, and Administrators

Target Dates or Schedule

November 2013

Evidence of Completion

Exit Ticket, Agenda

G8.B2.S2 Differentiated Instruction

PD Opportunity 1

Collaborate with teachers to analyze data and lesson plans to address the unique needs of all students

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, PLC Logs

PD Opportunity 2

Ongoing support to teachers in developing differentiated lessons and activities.

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, PLC Logs

G9. The percentage of student achievement in Mathematics of Level 3 and above in 3rd-5th grade will increase from 55% proficiency to 60% proficiency on the 2014 FCAT 2.0 Assessment.

G9.B2 Variance of teacher expectations

G9.B2.S1 Creation of rubrics to evaluate student learning and mastery of standards.

PD Opportunity 1

Professional Development in the creation and use of rubrics.

Facilitator

Kimberlee Hayward-Principal Christina Hamlin-Assistant Principal Margaret Harbin-Reading Coach

Participants

All classroom teachers

Target Dates or Schedule

November, 2013

Evidence of Completion

Teacher implementation of rubrics into assessments (formal and informal) as well as into data notebook for ongoing progress monitoring purposes.

G10. The percentage of students making learning gains on FCAT 2.0 Reading will increase from 65% to 70%. The learning gains for the lowest 25% of students will increase from 58% to 65%.

G10.B1 Lack of Differentiated Instruction

G10.B1.S1 Data Analysis

PD Opportunity 1

Teachers will monitor student progress

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All Year

Evidence of Completion

PLC Log, CAST, Progress Monitoring Form

G10.B1.S2 Small Groups

PD Opportunity 1

Develop Differentiated Instruction for all students through PLC

Facilitator

Coaches and Administrators

Participants

Teachers, Coaches and Administrators

Target Dates or Schedule

All year

Evidence of Completion

Lesson Plans, Data Notebook, Rtl, CGA

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total
	\$0
Total	\$0

Budget Details

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

G5. Reading proficiency will increase with the lowest 25% from to ; with Black/African Americans from 39% to 50% and with economically disadvantaged students from 40% to 48%.

G5.B1 Students lack life experiences that provide necessary background knowledge to facilitate reading comprehension

G5.B1.S1 Provide Life Experiences

Action Step 2

Provide field trips that enhance the students' life experience

Resource Type

Resource

Funding Source

Amount Needed