

Samuel W. Wolfson High School



2014-15 School Improvement Plan

Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

75%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	C	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Samuel W. Wolfson High School's major focus is creating a student focused learning environment. The administration and faculty will work throughout the school year to foster an environment that is culturally sensitive which ultimately leads to the creation of a healthy learning environment. The relationships that evolve through promotion of cultural sensitivity bridges gaps and creates an environment that promotes high levels of student achievement. As part of the process of promoting cultural sensitivity and improving instructional practices Samuel W. Wolfson focuses its weekly Professional Learning Community (PLC) meetings on students and meeting their respective needs. Each Professional Learning Community (PLC) meeting has a focus and topics of discussion can vary anywhere from data disaggregation to small group instruction to differentiated instruction to meeting the needs of English Language Learners (ELAs). The goal of Samuel W. Wolfson is to create the most positive learning environment for all students. Through the process of collaboration teachers are able to collaborate and agree on best practices in classrooms to increase and promote high levels of student achievement.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Samuel W. Wolfson High School is committed to developing a campus atmosphere which promotes a safe environment, optimal instruction and learning for all. This can only be accomplished in a structured environment fortified with order, respect, responsibility, and accountability throughout the entire school community. In order to facilitate this type of environment successfully, students must be taught and thus understand the importance of complying with all school rules and also state and federal laws. Samuel W. Wolfson High School employs a proactive systematic approach to dealing with student problem behavior. The overall focus of the campus-wide Discipline Plan is to support and promote positive behavior by redirecting unacceptable student behavior. Students are greeted each morning as they walk through the halls with visible administrators, security and teachers posted at their pre-assigned daily locations. Having highly visible staff allows for the students to freely speak with those who can impact their academic careers and create an environment where students feel comfortable coming to staff with issues and concerns. In an effort to more readily deal with student needs Samuel W. Wolfson High School has created security posts that have been positioned throughout the school. Having the fixed security posts provides a location for assistance in the event that students have issues or concerns. At the end of the day administration and staff are also readily available as they are posted in assigned areas to watch the student population leave school. Staff is posted in all the high traffic areas as well as the bus and car loading zones to ensure a safe dismissal. Each of the staff members that are positioned around the school

have radio communication between them to decrease the reaction time should an event take place. Increased administration, teacher and staff presence creates a safer environment for the students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students, teachers, school administrators, and parents share the responsibility for administering the campus wide discipline plan, working together on a daily basis and understanding the goals for responsibility and behavior. In order for discipline to be fair and consistent, there must be an effort to establish student expectations, campus wide rules of conduct and a set of rules that must be enforced in each class room. This campus wide discipline plan provides specific goals, behavior expectations, teacher and staff responsibilities, strategies and procedures for handling behavior infractions, and specific routines to be followed.

Samuel W. Wolfson High School and more specifically the teacher's use a school-wide behavior program called C.H.A.M.P.s The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations. This requires thorough planning for each teacher to establish the rules of their classroom and post clear and concise rules for each activity.

Along with the C.H.A.M.P.s program that is in place there are additional school wide policies and procedures that the students have been made aware of in a variety of ways. During the first week of school Administration held grade level assemblies for all of the students. During the assembly all school-wide policies and procedures were discussed including the new Cell Phone Policy, the Twenty/Twenty Rule and Dress Code.

Cell Phone Policy:

1. First Offense: The device or hat will be confiscated by the staff member, labeled, and given to the administrator. The administrator will notify the parent/guardian and will return the device to the student at the end of the day.
2. Second Offense: The device will be confiscated by the staff member, labeled and given to the administrator. A mandatory conference will be scheduled and the electronic device or hat will be returned to the parent. This can be a phone conference since some parents cannot physically come to the school.
3. Third Offense: The device or hat will be confiscated by the staff member, labeled, and given to the administrator. A mandatory conference will be held with the parent/guardian and disciplinary actions will be imposed by administration (detention, work detail, etc.).
4. Any future offenses will result in the device or hat being confiscated and a meeting arranged with the parent/guardian to discuss further disciplinary action for willful disobedience and possible Out-of-School Suspension.

Twenty/Twenty Rule:

"Twenty – Twenty Minute" Rule – The most valuable time for teaching/learning in class is typically the first twenty minutes of class. All students are encouraged to get to class on time to engage in meaningful instruction. Students are not permitted to leave class for any reason the first or last twenty minutes of class. No student leaves the class without a hall pass that has been signed by the teacher.

Dress Code Policy - Females:

INAPPROPRIATE DRESS FOR GIRLS:

- Hats, caps, visors, hoods, sunglasses, bandanas, hair rollers, picks or other headgear
- Pajamas or pajama pants
- Tank tops of any kinds including traditional or razor back, tube tops, halter tops, crop tops or tops with spaghetti straps
- Mesh or sheer garments exposing bare skin

- Halter dresses, dresses with spaghetti straps, strapless dresses, dresses cut higher than 3 inches above the knee or jeans with holes
- Sheer maxi shirts or dresses with lining cut higher than 3 inches above the knee
- Skirts or shorts cut higher than 3 inches above the knee
- Running/compression shorts or yoga pants
- Exposed undergarments
- ABSOLUTELY NO LEGGINGS OF ANY KIND

Dress Code Policy - Males:

INAPPROPRIATE DRESS FOR BOYS:

- Hats, caps, visors, hoods, sunglasses, bandanas, hair rollers, picks, do-rag, wave caps or other headgear
- Pajamas or pajama pants
- Tank tops of any kinds including traditional or razor back
- Mesh or sheer garments exposing bare skin
- Jeans or pants with holes in the upper thigh
- Running or compression shorts cut higher than 3 inches above the knee
- Exposed undergarments
- Spikes or chains
- Garments displaying vulgar or explicit material, drugs, alcohol, tobacco, or gang activities

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Guidance Team at Samuel W. Wolfson High School collaborates with students, parents, and staff members to provide a dynamic student centered community which fosters and develops academic ownership, social, emotional, and career and college preparatory needs of our diverse student body. As professional school counselors, we empower students to cultivate and accomplish present and future goals which include character, integrity, and community involvement. All students in our diverse population will develop the educational foundation, critical thinking, and social skills needed to excel in a competitive and ever-changing global society.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The curriculum office and guidance department is in charge of monitoring attendance. For a student to be in attendance ninety percent (90%) of the time, he or she cannot be absent for more than 18 days. This allows for about 4 absences per quarter. An attendance report will be pulled 2 times per grading period (progress report time and report card time). Parents will be contacted by a school counselor once the students has reached 5 or more absences per quarter. Thus far as of 9/15/14, 62 students have been absent 5 or more days, with 17 being absent at least 10 days. The Deans of Discipline are responsible for reviewing suspension (both in and out of school) data. The deans will conference with students and parents once suspensions becomes excessive. Restorative justice practices are used in the In School Suspension classroom. Grades will be monitored and reviewed every 4 1/2 weeks. Conferences are held with teachers every 9 weeks to discuss students who are currently failing along with safety nets that are in place. For our level 1 students, the school is putting a big emphasis on instructional strategies for our lower quartile. Research-based strategies are discussed within department level professional learning communities and expected to be included in teacher lesson plans.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	7	20	19	16	62
One or more suspensions	5	12	8	6	31
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	78	90	68	19	255
Level 1 on math statewide assessment	83	57	51	10	201
Level 1 on science statewide assessment	0	6	22	3	31
Level 1 on social studies state assessment	0	1	8	45	54
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following are the intervention strategies used at Samuel W. Wolfson High School to improve academic performance of students identified by the early warning system:

- a) Teachers are required to use differentiated instruction in their classrooms to address the needs of struggling as well as those who need additional assistance.
- b) Many of our teachers host after school tutoring sessions with students who are struggling in their classes and require additional assistance.
- c) Samuel W. Wolfson High School offers American College Test (ACT) preparation which is done monthly and is conducted by the Graduation Coach. Attendance to four sessions earns a students a waiver of the American College Test (ACT) fee.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/199503>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Samuel W. Wolfson High School values its business partners because they play a key role in benefiting students, schools, and the community by ensuring the quality of education, strengthening the future workforce, and enhancing economic growth through community support. Business partnerships take on many roles and have evolved over time. Relationships which may have started out as a one-time in-kind donation for an event has resulted in a long-term relationship in which the business partner and the school have joined together to give back to the community. Business partnerships at Samuel W. Wolfson High School have increased over the past few years. We now have a wide variety of partners. Some are fast food restaurants who help us by donating breakfasts/lunches, incentives for student performance and “thank yous” for faculty and staff. We also have partners who help our students by giving them the opportunity to participate in competitions to win college scholarships. One local company partnered with our school to give a student a chance at an apprenticeship upon high school graduation. We also have business partners that allow the students to give back to the community by mentoring and tutoring local elementary school students.

We consistently contact our business partners and try to find ways to make the relationship mutually beneficial to them and our school and students. Business partners can cover a wide variety of areas. Overall, they help to give Samuel W. Wolfson High School, its administration, faculty/staff and student body a more positive image within the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Connor, Terrence	Principal
Hartley, Brett	Assistant Principal
Ramdath, Ria	Assistant Principal
Kristol, Joshua	Dean
Butler, Rhodeshia	Dean
Lockett, Gerrie	Guidance Counselor
Eldridge, Cathy	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal and all members of the Leadership Team lead the faculty in understanding and adopting the Four Pillars of Instruction as a way of work. The Four Pillars of Instruction are:

1. Students are fully engaged
2. Students are exposed to rigorous content
3. Students take ownership of their learning
4. Students can demonstrate their learning.

At the beginning of the school year the team presented these four instructional practices as daily expectations for every classroom and will continue to provide professional development sessions to train teachers on how classroom instruction looks when all pillars are present.

The principal and assistant principals monitor school-wide progress in the Four pillars of Excellent Instruction and share this progress at leadership team meetings. The team brainstorms ways to improve instruction and set goals for improving each pillar of instruction in specific classrooms and across content areas. Both the reading and math coach choose research-based strategies and models them for teachers during Professional Learning Communities (PLCs), common planning sessions, and early release trainings. These strategies focus on improving student engagement, using the rigorous texts from the curriculum guide, fostering student ownership of their learning, and creating authentic ways for students to demonstrate their learning.

The Leadership Team also analyzes school data by grade level and content area. The team pulls data from Performance Matters and keeps track of student progress on curriculum guide assessments. The team also accesses data from the Achieve 3000, which is the school's Tier 1 support for all students. The reading coach monitors progress of the lower twenty-five percentile and tracks student progress in the four strands of the Florida Comprehensive Assessment Test (FCAT) if these students are in the reading retake classes. The math coach does the same for students in Intensive Math classes. Progress of all students is shared at leadership meetings and the team re-evaluates attaining the school-wide goal every 3-months.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's principal provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing Multi-Tiered System of Support (MTSS). The principal monitors and assesses the Multi-Tiered System of Support (MTSS) skills of school staff, monitors the implementation of intervention support and documentation, ensures that adequate professional development is provided to support the implementation of the Multi-Tiered System of Support (MTSS), and communicates with parents regarding school-based Multi-Tiered System of Support (MTSS) plans and activities. The school's Leadership Team is comprised of teachers from every core content area. The team analyzes both academic and behavioral data and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, provides feedback and collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The Leadership Team meets weekly for instructional updates and to participate in the shared decision-making process. Exceptional Student Education (ESE) teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers. The Math and Reading Coaches will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; to assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" to assist in the design and implementation for progress monitoring, data collection, and data analysis and to participate in the design and delivery of professional development. They will provide support for assessment and implementation monitoring; facilitation and will support data collection activities. They will assist in data analysis, provide professional development and technical assistance

to teachers regarding data-based instructional planning and will support the implementation of Tier 1, 2, and 3 intervention plans. They will also work directly with students, providing one-on one and small group instruction via classroom pull-outs and push-ins. The Math and Reading Coaches meet with their departments weekly as Professional Learning Communities (PLCs).

Assistant Principal (Science) - Identifies systematic patterns of student need 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; 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 1, 2, and 3 intervention plans; works directly with students, providing one-on one and small group instruction via classroom pull-outs and push-ins. The Assistant Principal will meet with the science department weekly as a Professional Learning Community (PLC).

The funds received at Wolfson High School are used for the enhancement of student achievement. Through the use of Title I funds, positions are acquired in Reading, Math, and Science to target the low achieving population of students at Wolfson High School. We target those students based on their previous academic history. Supplemental Academic Instruction (SAI) funds are utilized to provide tutoring for students in the form of Saturday School and morning and afternoon tutoring. Also, students have the opportunity to experience educational field trips that enhance their knowledge of the world around them. Career and Technical Education (CTE) and Science, Technology, Engineering and Math (STEM) courses offer our students the opportunity to become certified in a specific industry, hence, helping them to become successful after high school. In addition to the resources mentioned we are also staffed with a part-time Parent Involvement Liaison. Our liaison works with families to encourage parents to become involved with Wolfson High School. Through the Parent Involvement office volunteers are staffed, and events are held to help parents become active members of their child's educational experience. In addition to a Parent Liaison we are staffed with a part-time Business Partnership Liaison. Ms. Naumann reaches out to members of our community to gather support for our school. As a result, our partnerships have grown within the community and more business partners are seeking out relationships with Wolfson High School.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Gary Weltman	Business/Community
Lynn Baldwin	Business/Community
Terrance Connor	Principal
Geree Lockett	Education Support Employee
Mary Naumann	Business/Community
George Peterson	Business/Community
Anthony Ware	Business/Community
Carrie Shecut	Parent
Penina Weltman	Business/Community
Carol Contos	Parent
Rose Shaw	Parent
Phyliss Thompson	Parent
Kendall Nacoste	Student
Preston Shaaber	Parent
Laura Elliot	Parent
Brunette Marseille	Parent
Patrice Neal	Parent
Tyler Contos	Student
Donna Nacoste	Parent
Gregory Johnson	Teacher
Estella Groover	Business/Community
Ria Ramdath	Education Support Employee
Tamara Ware	Business/Community
Reuben Neal	Student
Jarrood Rhynes	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) meets at the beginning of the school year about the previous year's school improvement plan. The School Advisory Council reviews the plan from the previous year to reflect on the goals that were delineated, those that were accomplished and to determine if there there are goals that may not have been accomplished and may need to be included in the upcoming year's School Improvement Plan.

Development of this school improvement plan

The School Advisory Council meets at the beginning of the school year about the school improvement plan. This is where School Advisory Council (SAC) provides input. The input is then collected and included in the revision process prior to the plan being submitted.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) reviews reviews the school's annual budget and is allowed to participate in the decision-making process as to how the school will utilize available funds to support instructional objectives.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The use of school improvement funds last year went towards enhancing our Culinary Arts program by providing supplies and equipment. Additionally, in an effort to help our seniors become post-secondary ready, funds were used to provide incentives and pay for students to take a college entrance exams, such as ACT and SAT.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Connor, Terrence	Principal
Hartley, Brett	Assistant Principal
Ramdath, Ria	Assistant Principal
Williams, Timothy	Instructional Coach
Eldridge, Cathy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Enrichment Reading is offered to all of our students, and programs such as ILit, EDGE, and Plugged In To Reading are used as instructional platforms to meet our students' needs. In addition to these instructional programs which are used on a daily basis, the Literacy Leadership Team (LLT) promotes small group differentiated instruction through the classroom rotational model. For additional practice and reinforcements in comprehension and vocabulary, all students have access to Pearson's Empower 3000 both at home and at school. The Literacy Leadership Team (LLT) monitors student activity and performance and keeps the English/Language Arts (ELA), Reading, Social Studies, and Science departments abreast of student activity through weekly emails with attached reports showing comparative performance by class and teacher.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule has been designed to provide all core teachers with at least one(1) common planning session per week. During these common planning session all teachers from that core subject

area meet collaboratively as a Professional Learning Community (PLC) to plan and discuss lessons for the upcoming week. The objective of common planning is to plan common lessons and assessments which will be used department-wide. This system of common planning and collaboration fosters an atmosphere of collegiality and camaraderie and promotes high levels of student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administration of Samuel W. Wolfson High School provides ongoing professional development to retain and build highly-qualified capacity in each of our teachers. In the hiring process, we look for teachers who are aligned with the vision of "educating the whole child." We promote positive relationship building with the faculty and the students in each of their classes. Ms. Donna Morris is responsible for keeping our new teachers on track in the Mentoring and Induction for Novice Teacher (MINT) program, and assigning each new teacher a mentor. We look for leadership opportunities for our teachers to take on, and encourage our faculty to be the "model" within their department.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mission of the Mentoring and Induction for Novice Teacher (MINT) Team is to provide a comprehensive induction program that will increase retention, teacher quality, and ultimately student achievement. The vision is that Duval County Public Schools (DCPS) will be a school system in which every student has a high-quality, effective teacher who is will prepared to foster student learning and achievement. Mentors are assigned by considering subject/grade level, certification, common planning, proximity, and interpersonal skills. The first meeting is a general "getting to know" you and later asking mentors who they feel they can work best with. After the first couple of mentor/mentee meetings changes will be made if they feel it is not a good fit. There is a Support Team monthly schedule and at least one(1) Mentoring and Induction for Novice Teacher (MINT) meeting a month with all mentees. Novice teachers are also supported by quarterly Clinical Educator Training (CET) observations which assists them with their first CAST observation within the first forty-five (45) days and they are required to register for CHAMPS and ETHICS workshops. Novice teachers are also asked to do FOCUS observations in experienced teachers' classrooms and assigned school personnel work closely with novice teachers to complete Mentoring and Induction for Novice Teacher (MINT) requirements for certification.

At Samuel W. Wolfson High School MINT support activities include the following:

- a) mentor observation cycles in which new teachers receive formative feedback and targeted coaching.
- b) new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices.
- c) Monthly sessions facilitated by the Professional Development Facilitator (PDF) that focus on identified areas of need.
- d) Professional Learning Communities (PLCs) that provide additional layers of support and extended learning opportunities.

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team. Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Samuel W. Wolfson High School creates on-going opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

For Mathematics, the Carnegie Learning program is being used for Algebra I Enrichment. The Algebra I Credit Recovery classes will be using Carnegie Learning, Algebra Nation, and resources from the previous Glencoe book. After a student passes the Algebra I EOC, during the second semester, the teachers will concentrate their efforts on Geometry to get these students ready to pass the Geometry End-Of-Course (EOC) Assessment. Teachers offer tutoring after school built around their schedule and based on student signing up.

Accountability/Core areas meet weekly during common planning to break down the Common Core standards that will be used to teach a particular unit. The FSAssessment.com Educator site is used to obtain copies of the Item Specifications for Algebra I, Algebra II and Geometry. The math teachers have taken the practice test for mathematics and used the online scientific and graphing calculator available on this site during their Professional Learning Community (PLC).

The district has also purchased books and resources for Algebra I, Algebra II and Geometry that are aligned with the Math Common Core Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Samuel W. Wolfson High School utilizes the Response to Intervention (RtI) process, tutorials, intensive reading, and small group instruction to differentiate instruction to meet the diverse needs of students.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

For Mathematics, teachers provide ongoing tutoring before and after school to provide safety nets and prevent failure. Teachers utilize the Gradual Release of Responsibility Model (GRRM), Differentiated Instruction, the Coaching Cycle, and Instructional Rounding to enhance the effectiveness of instruction. Teachers offer individual times for students to take advantage of extra help in their desired subject areas. Students who have an Individualized Education Plan (IEP), can use extra time from that next class period or during their Learning Strategies class, and may use lunch periods to complete tests. Teachers collect ongoing data to drive their instruction and utilize

common planning to collaborate as a Professional Learning Community. Teachers utilize the Curriculum Guide Assessments (CGAs) to determine student's readiness levels pertaining to specific learning targets. These assessments help teachers to drive instruction in areas of greatest need.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

After school tutoring is conducted by individual teachers based around their schedule and based on student sign-up.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Connor, Terrence, connort@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and student progression as it relates to promotion from one grade level to the next as well as progress being made towards graduation. The guidance department meets individually with students and teachers to counsel them on strategies to utilize to reach their goal.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Samuel W. Wolfson High School Guidance Team collaborates with students, parents, and staff members to provide a dynamic student centered community which fosters and develops academic ownership, social, emotional, and career and college preparatory needs of our diverse student body. As professional school counselors, we empower students to cultivate and accomplish present and future goals which include character, integrity, and community involvement. All students in our diverse population will develop the educational foundation, critical thinking, and social skills needed to excel in a competitive and ever-changing global society. Counselors meet with students individually to develop a personalized action plan that guide them to academic enrichment and college and career readiness. This plan prepares students for effective participation in a rapidly evolving and global society and assists in the following ways:

- to develop physically, intellectually, emotionally and ethically
- to acquire a breadth and depth of knowledge and understanding, studying courses from subject groups
- to make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course.
- to enhance personal and interpersonal development through creativity, action and service.

In addition to the aforementioned strategies, Samuel W. Wolfson High School provides real life on the job training opportunities for its Finance students via its partnership with Vystar Credit Union. The onsite credit union facility allows students to simulate real world applications of the finance program in which they are currently enrolled.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

In terms of applied and integrated courses, magnet classes prepare students for post high school and career readiness. The courses include: Information Technology; Business Systems Application I & II; Financial Operations; Financial Planning; Financial Intern; Law Studies; Legal Systems and Concepts; Comprehensive Law Studies; Court Procedures and Court Internship; and Advanced Algebra with Financial Application.

The following are the actual certifications that can be obtained through enrollment in these courses:

Course: Introduction to Information Technology

Industry Certification : CIW Internet Business Associate

Grade level : 9th (first year academy participation)

Course: Financial Operations

Industry Certification : Microsoft Office Bundle/Word

Grade level : 10th (second year participants)

Course: Accounting I

Industry Certification : Quickbooks/Microsoft Office/Excel

Grade level : 11th (third year academy participation)

Course: Financial Planning

Industry Certification : Microsoft Bundle (any courses not completed in prior years)

Grade level : 12th

Course: Digital Media Fundamentals

Industry Certification : Photoshop

Grade level : 10th

Course: Digital Media Production Systems

Industry Certification : Dreamweaver

Grade level : 11th

Course: Culinary Arts

Industry Certification : SERVSAFE

Grade level : 9th-12th (any students that demonstrate proficiency)

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

In an effort to encourage post-secondary readiness for our students at Wolfson High School we are taking the following steps. All Juniors will be enrolled in an American College Test (ACT)/Scholastic Assessment Test (SAT) prep course, along with all Seniors who have yet to pass the Florida Comprehensive Assessment Test (FCAT). We will identify all Juniors and Seniors who have either not taken, or not passed Post Secondary Readiness (PSR) tests and encourage them to do so. We will encourage all students to prepare to take or retake a Post Secondary Readiness (PSR) test by utilizing test prep resources, such as Major Tests and March 2 Success. Students will be exposed to post-secondary education opportunities by having college visits. Also, students will be encouraged to attend National Association for College Admission Counseling (NACAC) College Fair to further

explore the possibilities to pursue ongoing education. We will provide guidance lessons on the importance of post secondary readiness in classrooms.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Samuel W. Wolfson High School will provide assistance to specific students as needed. Students will be offered American College Test (ACT)/Scholastic Assessment Test (SAT) test preparation workshops.

Counselors will conduct classroom guidance and individual counseling sessions with student at intervals. Counselors will meet with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 65% of all students taking the U.S. History End-Of-Course (EOC) assessment will achieve a level 3 or above.
- G2.** 70% of students identified as the lowest 25% in mathematics will achieve adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments.
- G3.** 70% of students will demonstrate adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments.
- G4.** 47% of students (a 5% increase from the previous year) will demonstrate proficiency as measured by the Florida Geometry End-of-Course (EOC) assessment.
- G5.** 50% of students (a 3% increase from the previous year) will demonstrate proficiency as measured by the Florida Algebra 1 End-of-Course (EOC) assessment .
- G6.** 43% of students will demonstrate proficiency as measured by the English Language Arts Florida Standards Assessment.
- G7.** 75% of student will demonstrate adequate learning gains in reading as measured by the Florida Standards Assessment.
- G8.** 70% of students identified as the lowest 25% in reading will achieve adequate learning gains as measured by the Florida Standards Assessment.
- G9.** 55% of students will achieve proficiency on the Biology End-Of-Course (EOC) assessment.
- G10.** 78% of students entering the 9th grade in 2011-2012 will graduate in four (4) years with a standard diploma.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 65% of all students taking the U.S. History End-Of-Course (EOC) assessment will achieve a level 3 or above. 1a

G046482

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Curriculum Guide Assessment (CGA) data
- Curriculum Guides
- Achieve 3000
- District Social Studies Specialists
- Data from teacher generated assessments
- Common Planning

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement

Plan to Monitor Progress Toward G1. 8

CGA data will be collected and examined throughout the year

Person Responsible

Brett Hartley

Schedule

On 6/5/2015

Evidence of Completion

Teachers and administrators will conference with one another to check on the use of Achieve 3000 in the classroom and to ensure that it is positively contributing to student achievement gains on their CGAs

G2. 70% of students identified as the lowest 25% in mathematics will achieve adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments. 1a

G045812

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Curriculum Guide Assessments.
- Utilize the Math Administrator.
- Weekly PLC's during Algebra 1 common planning period.
- Coach Cycle (pre-conference, modeling, feedback).
- Carnegie Learning for Enrichment Students.
- Arrange a schedule that will allow Algebra 1 Enrichment classes to use the computer labs/laptop carts several times.
- Online resources from the state and textbook at home.
- Provide Focus Lessons that will address student achievement gathered from Performance Matters Data.
- Provide test practice on the computers.

Targeted Barriers to Achieving the Goal 3

- Weakness in mathematical skills.
- Students not taking Curriculum Assessment seriously so data is invalid.
- Attendance issues.

Plan to Monitor Progress Toward G2. 8

Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from Exit slips, paper/pencil tests, online tests, and Lesson plans

G3. 70% of students will demonstrate adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments. 1a

G045810

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal 2

- Curriculum Guide Assessments.
- Utilize the Math Administrator.
- Weekly PLC's during Algebra 1 common planning period.
- Coach Cycle (pre-conference, modeling, feedback).
- Carnegie Learning for Enrichment Students.
- Arrange a schedule that will allow Algebra 1 Enrichment classes to use the computer labs/laptop carts several times.
- Online resources from the state and textbook at home.
- Provide Focus Lessons that will address student achievement gathered from Performance Matters Data.
- Provide test practice on the computers.

Targeted Barriers to Achieving the Goal 3

- Weakness in mathematical skills.

Plan to Monitor Progress Toward G3. 8

Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from Exit slips, paper/pencil tests, online tests, and Lesson plans

G4. 47% of students (a 5% increase from the previous year) will demonstrate proficiency as measured by the Florida Geometry End-of-Course (EOC) assessment. 1a

G045809

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	47.0

Resources Available to Support the Goal 2

- Curriculum Guide Assessments
- Utilize the Math Administrator
- Weekly PLC's during Geometry common planning time.
- Coaching Cycle (pre-conference, model, feedback)
- Arrange a schedule that will allow Geometry classes to use the computer labs/laptop carts several times per quarter.
- Online resources from the state and textbook at home.
- Provide Focus Lessons that will address student achievement gathered from Performance Matters Data.
- Provide test practice on the computers.

Targeted Barriers to Achieving the Goal 3

- Weakness in mathematical skills

Plan to Monitor Progress Toward G4. 8

Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from Exit slips, paper/pencil tests, online tests, and Lesson plans

G5. 50% of students (a 3% increase from the previous year) will demonstrate proficiency as measured by the Florida Algebra 1 End-of-Course (EOC) assessment . 1a

G045698

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- Curriculum Guide Assessments
- Utilize the Math Administrator
- Weekly PLCs during Algebra 1 common-planning period
- Coaching Cycle (pre-conference, modeling, feedback)
- Carnegie Learning for Enrichment Students
- Arrange a schedule that will allow Algebra 1 Enrichment classes to use the computer labs/laptop carts several times.
- Online resources from the state and textbook at home.
- Provide Focus Lessons that will address student achievement gathered from Performance Matters Data.
- Provide test practice on the computers.

Targeted Barriers to Achieving the Goal 3

- Weakness in mathematical skills.

Plan to Monitor Progress Toward G5. 8

Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from Exit slips, paper/pencil tests, online tests, and Lesson plans

G6. 43% of students will demonstrate proficiency as measured by the English Language Arts Florida Standards Assessment. **1a**

 G037842

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	43.0

Resources Available to Support the Goal **2**

- Range of informational text (Achieve 3000)
- Curriculum Guides
- Gradual Release of Responsibility Model
- Discussion techniques (Socratic, etc.)
- Reading strategies (REAP, GIST, etc.)
- Weekly data chats
- Collaborative planning sessions
- Coaching cycle
- Formative assessment
- Administrative feedback
- Write to Learn (computerized grading software)
- Differentiated Instruction (center rotations)
- Curriculum Guide Assessments
- Student data platform (Performance Matters)
- Lesson Delivery Framework

Targeted Barriers to Achieving the Goal **3**

- Limited time to provide professional development
- Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.
- Performance data for students in the ELL, Black, White, Hispanic, Students with Disabilities (SWD), English Language Learners (ELL) and Economically Disadvantaged (ED) subgroups indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to student weaknesses in vocabulary and reading application.
- The area of deficiency as noted on the 2014 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

Plan to Monitor Progress Toward G6. 8

Classroom Walkthroughs

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

In between Formal and Informal Observations, administration will walk through classrooms to observe student work/data, student reflections, board configuration, and the management of students. During this time, anecdotal data will be collected to reflect on the observation cycle. The administrator will have an opportunity to reflect and assess if the Professional Development is being implemented in the classroom for the students.

G7. 75% of student will demonstrate adequate learning gains in reading as measured by the Florida Standards Assessment. 1a

G037843

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

- Range of informational text (Achieve 3000)
- Curriculum Guides
- Gradual Release of Responsibility Model
- Discussion techniques (Socratic, etc.)
- Reading strategies (REAP, GIST, etc.)
- Weekly data chats
- Collaborative planning sessions
- Coaching cycle
- Formative assessment
- Administrative feedback
- Write to Learn (computerized grading software)
- Differentiated Instruction (center rotations)
- Curriculum Guide Assessments
- Student data platform (Performance Matters)
- Lesson Delivery Framework

Targeted Barriers to Achieving the Goal 3

- The area of deficiency for students not making learning gains as noted on the 2014 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

Plan to Monitor Progress Toward G7. 8

Performance data will be analyzed to determine progress towards meeting the goal.

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015

Evidence of Completion

CGA performance data chat logs

G8. 70% of students identified as the lowest 25% in reading will achieve adequate learning gains as measured by the Florida Standards Assessment. **1a**

G037844

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- Range of informational text (Achieve 3000)
- Curriculum Guides
- Gradual Release of Responsibility Model
- Discussion techniques (Socratic, etc.)
- Reading strategies (REAP, GIST, etc.)
- Weekly data chats
- Collaborative planning sessions
- Coaching cycle
- Formative assessment
- Administrative feedback
- Write to Learn (computerized grading software)
- Differentiated Instruction (center rotations)
- Curriculum Guide Assessments
- Student data platform (Performance Matters)
- Lesson Delivery Framework

Targeted Barriers to Achieving the Goal **3**

- The area of deficiency for students in the lowest 25 percent subgroup not making learning gains as noted on the 2014 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension.

Plan to Monitor Progress Toward G8. **8**

CGA, FSA, and teacher-created assessments

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015

Evidence of Completion

Performance feedback

G9. 55% of students will achieve proficiency on the Biology End-Of-Course (EOC) assessment. 1a

G037846

Targets Supported 1b

Indicator	Annual Target
	55.0

Resources Available to Support the Goal 2

- District Science Specialist
- Curriculum Guides
- Curriculum Guide Assessment data
- Florida Continuous Improvement Model (FCIM) Focus Lessons
- Technology
- Data chats
- Administrative feedback
- Formative assessments
- Student data platform (Performance Matters)
- Lesson Delivery Framework (Gradual Release of Responsibility Model)
- Computer-based programs e.x. GIZMOS

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement.
- Lack of RIGOR all Biology classrooms.
- Lack of opportunities for students to take ownership of their learning and/or to think critically and do problem-solving.
- Lack of opportunities for students to demonstrate higher order thinking and to demonstrate deep understanding of concepts taught in class.

Plan to Monitor Progress Toward G9. 8

Compare student performance on CGAs through the use of teacher and student data chats after CGA 1, 2, 3 administrations and make adjustments as necessary based on the data.

Person Responsible

Ria Ramdath

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

a) Increased student achievement on formative and summative assessments. b) Planned remediation activities and Florida Continuous Model (FCIM) lessons infused into lesson plans which are based on deficiencies observed from data disaggregation. c) Copies of completed teacher and student data chat forms with feedback and action steps.

G10. 78% of students entering the 9th grade in 2011-2012 will graduate in four (4) years with a standard diploma. 1a

G037841

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	78.0

Resources Available to Support the Goal 2

- Graduation Coach
- Credit Checks
- Scholastic Assessment Test (SAT)/American College Test (ACT) prep classes after school
- After school tutoring in academic subjects

Targeted Barriers to Achieving the Goal 3

- Failure of students to pass the Florida Comprehensive Assessment Test (FCAT) or to earn a concordant score on the American College Test (ACT) or Scholastic Assessment Test (SAT).

Plan to Monitor Progress Toward G10. 8

Monitor Scholastic Assessment Test (SAT)/American College Test (ACT) score reports and Florida Comprehensive Assessment Test (FCAT) retake score reports.

Person Responsible

Jana Hoffman

Schedule

Every 6 Weeks, from 10/6/2014 to 6/5/2015

Evidence of Completion

a) Scholastic Assessment Test (SAT)/American College Test (ACT) score reports. b) Individual graduation check summary will be updated for each student when receive new test scores.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. 65% of all students taking the U.S. History End-Of-Course (EOC) assessment will achieve a level 3 or above. **1**

 G046482

G1.B1 Lack of student engagement **2**

 B115207

G1.B1.S1 Provide assignments at the appropriate level of rigor for students based on their reading proficiency and Curriculum Guide Assessment (CGA) data. **4**

 S126795

Strategy Rationale

Students need rigorous activities in order to keep them stimulated in the learning environment and to prepare them for the demands of the assessment.

Action Step 1 **5**

Teachers will plan and provide rigorous activities based on Curriculum Guide Assessment (CGA) data and reading proficiency.

Person Responsible

Brett Hartley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, enrichment activities for higher performing students

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conference with teachers to discuss ways to continuously challenge students who are performing at varying levels of proficiency.

Person Responsible

Brett Hartley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Notes taken during common planning, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Debrief on Curriculum Guide Assessment (CGA) data with teachers.

Person Responsible

Brett Hartley

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Completed Data Chat Protocol of Curriculum Guide Assessment (CGA) data for each teacher.

G2. 70% of students identified as the lowest 25% in mathematics will achieve adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments. 1

G045812

G2.B1 Weakness in mathematical skills. 2

B115565

G2.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up. 4

S127199

Strategy Rationale

To be able to remediate pre-requisite skills in a timely fashion in order to stay on pace with the curriculum

Action Step 1 5

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, common assignments, common assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.

Person Responsible

Cathy Eldridge

Schedule

On 6/5/2015

Evidence of Completion

Common planning group agendas, class room rosters and data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.

Person Responsible

Cathy Eldridge


Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Class assignments should be appropriate for the level scored on assessments.

G2.B1.S2 Group students in class with similar skill levels 4

 S127200

Strategy Rationale

Will allow teacher to differentiate instruction based on skill level.

Action Step 1 5

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback from classroom walk-throughs, lesson plans, notes from common planning sessions.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Seating charts, CPG Agenda, Classroom observation

G2.B1.S3 Use of technology 4

S127201

Strategy Rationale

Students tend to be more engaged when technology is incorporated in the lesson.

Action Step 1 5

Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.

Person Responsible

Cathy Eldridge

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback from classroom walk-throughs, lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from online sources used.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Copy of schedule, teacher feedback


G3. 70% of students will demonstrate adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments. 1

 G045810

G3.B1 Weakness in mathematical skills. 2

 B115577

G3.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up. 4

 S127206

Strategy Rationale

To be able to remediate pre-requisite skills in a timely fashion in order to stay on pace with the curriculum guide.

Action Step 1 5

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, common assignments, common assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Common planning group agendas, class room rosters and data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.

Person Responsible

Cathy Eldridge

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Class assignments should be appropriate for the level scored on assessments.

G3.B1.S2 Group students in class with similar skill levels. 4

S127228

Strategy Rationale

Will allow teacher to differentiate instruction based on skill level.

Action Step 1 5

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback from classroom walk-throughs, lesson plans, notes from common planning sessions.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Seating charts, CPG Agenda, Classroom observation

G3.B1.S3 Use of technology. 4

 S127229

Strategy Rationale

Students tend to be more engaged when technology is incorporated in the lesson.

Action Step 1 5

Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.

Person Responsible

Cathy Eldridge

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback from classroom walk-throughs, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from online sources used.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Copy of schedule, teacher feedback

G4. 47% of students (a 5% increase from the previous year) will demonstrate proficiency as measured by the Florida Geometry End-of-Course (EOC) assessment. **1**

G045809

G4.B1 Weakness in mathematical skills **2**

B114609

G4.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up. **4**

S127207

Strategy Rationale

To be able to remediate pre-requisite skills in a timely fashion in order to stay on pace with the curriculum guide.

Action Step 1 **5**

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, common assignments, common assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Common planning group agendas, class room rosters and data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.

Person Responsible

Cathy Eldridge


Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Class assignments should be appropriate for the level scored on assessments.

G4.B1.S2 Group students in class with similar skill levels 4

 S127235

Strategy Rationale

Will allow teacher to differentiate instruction based on skill level.

Action Step 1 5

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Seating charts, CPG Agenda, Classroom observation

G4.B1.S3 Use of technology. 4

S127236

Strategy Rationale

Students tend to be more engaged when technology is incorporated in the lesson.

Action Step 1 5

Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.

Person Responsible

Cathy Eldridge

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from online sources used.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015


Evidence of Completion

Copy of schedule, teacher feedback

G5. 50% of students (a 3% increase from the previous year) will demonstrate proficiency as measured by the Florida Algebra 1 End-of-Course (EOC) assessment . 1

 G045698

G5.B1 Weakness in mathematical skills. 2

 B112897

G5.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up. 4

 S124244

Strategy Rationale

To be able to remediate pre-requisite skills in a timely fashion in order to stay on pace with the curriculum guide.

Action Step 1 5

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, common assignments, common assessments

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.

Person Responsible

Cathy Eldridge

Schedule

On 6/5/2015

Evidence of Completion

Common planning group agendas, class room rosters and data.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Class assignments should be appropriate for the level scored on assessments.

G5.B1.S2 Group students in class with similar skill levels 4

S124245

Strategy Rationale

Will allow teacher to differentiate instruction based on skill level.

Action Step 1 5

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback from classroom walk-throughs, lesson plans, notes from common planning sessions

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.

Person Responsible

Cathy Eldridge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.

Person Responsible

Cathy Eldridge


Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Seating charts, CPG Agenda, Classroom observation

G5.B1.S3 Use of technology 4

 S124249

Strategy Rationale

Students tend to be more engaged when technology is incorporated in the lesson.

Action Step 1 5

Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.

Person Responsible

Cathy Eldridge

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Feedback from classroom walk-throughs, lesson plans,

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from online sources used.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.

Person Responsible

Cathy Eldridge

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Copy of schedule, teacher feedback

G6. 43% of students will demonstrate proficiency as measured by the English Language Arts Florida Standards Assessment. **1**

 G037842

G6.B1 Limited time to provide professional development **2**

 B091020

G6.B1.S1 Utilize collaborative planning sessions to maximize time for job-embedded professional development. **4**

 S101876

Strategy Rationale

Action Step 1 **5**

Administration will plan for intentional job-embedded professional development during weekly collaborative planning sessions.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Agendas from

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Exit slips will be provided to participants and reviewed by administration and coach to gauge effectiveness.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Exit slips from training participants.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Exit slips will be provided to participants and reviewed by administration and coach to gauge effectiveness.

Person Responsible

Schedule

On 6/1/2015

Evidence of Completion

Exit slips from training participants.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G6.B1.S3 4

 S101878

Strategy Rationale

Action Step 1 5

Lunch and Learns

Person Responsible

Schedule

Evidence of Completion

Agenda, checklist of items covered, new strategies implemented within the classroom.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Professional Development Calendar

Person Responsible

Schedule

Evidence of Completion

Updated calendar

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Professional Development


Person Responsible

Schedule

Evidence of Completion

During Formal and Informal observations, administration will utilize the recent Professional Development offered as a Next Step for teacher improvement. During this time, teachers will be asked to reflect on their teaching style and the observation cycle. Teachers will have ample opportunities to participate in Professional Development at the school level.

G6.B8 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text. 2

 B109754

G6.B8.S1 Utilize collaborative planning sessions to develop rigorous lessons that are differentiated in order to scaffold students towards proficiency. 4

 S122046

Strategy Rationale

Action Step 1 5

Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Collaborative lesson plans and collaborative common assessments

Action Step 2 5

Planning collaborative lessons and creating common assessments.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Analysis of student data from CGAs, FCAT strands, and common assessments.

Action Step 3 5

Analyzing data and grouping students based on the data.

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 9/1/2014 to 6/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B8.S1 6

Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G6.B8.S1 7

Effectiveness of common planning will be measured through data from CGA testing and student performance on common assessments.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Performance data on CGA

G6.B8.S2 Utilize small group instruction. 4

 S122048

Strategy Rationale

Action Step 1 5

Model small group instruction for all ELA and Reading teachers. Share examples of differentiated lessons with teachers. Model a teacher-led 20-min remediation lesson and a teacher-led 20-min enrichment lesson for the same class.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

20-min small group remediation and enrichment lessons.

Action Step 2 5

Small group differentiated instruction. Instruction in small groups will be both remediation and enrichment lessons based on data from FCAT strands and benchmarks tested on the CGAs.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Student gains on FSA strands and improved scores on the CGA assessments.

Action Step 3 5

Small group differentiated instruction to all students.

Person Responsible

Terrence Connor

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student gains on FSA and improved scores on the mid-year and end-of-year administration of the Dar assessment.

Plan to Monitor Fidelity of Implementation of G6.B8.S2 6

All ELA and Reading teachers will adhere to the suggested lesson framework. This framework includes the rotational model for three 20-minute blocks of small group instruction. The reading coach models the rotational model with small group instruction for ELA and Reading teachers to ensure fidelity across the department. The principal monitors the fidelity of implementation through walk-throughs and formal and informal observations.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G6.B8.S2 7

Students actively engaged in small groups within the rotational model. Improved student scores on CGAs and the FSA as well as higher reading levels recorded on the Achieve 3000 post-test.

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015

Evidence of Completion

Performance data

G6.B8.S3 Implement job-embedded professional development to train faculty on high leverage, research-based instructional practice. 4

 S122049

Strategy Rationale

Action Step 1 5

Delivery of job embedded professional development for all teachers. Trainings include presenting, modeling, and demonstrating the use of CHAMPS, effective teacher practices, and research-based instructional strategies.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.

Action Step 2 5

Job embedded professional development for all teachers. Effective reading strategies and research-based instructional strategies for all content areas.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Department plans for using specific content area reading strategies. Lesson plans with the inclusion of research-based content area reading strategies.

Action Step 3 5

Teachers receive job-embedded professional learning in CHAMPS, effective teacher practices, and research-based instructional strategies.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.

Plan to Monitor Fidelity of Implementation of G6.B8.S3 6

The Principal will monitor implementation of professional development in classrooms while conducting walk-throughs and observations.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G6.B8.S3 7

The effectiveness of the job embedded professional learning will be measured through observations of student behavior and school culture and the analysis and utilization of student data to improve instruction.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015


Evidence of Completion

Performance data

G7. 75% of student will demonstrate adequate learning gains in reading as measured by the Florida Standards Assessment. 1

 G037843

G7.B3 The area of deficiency for students not making learning gains as noted on the 2014 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension. 2

 B109724

G7.B3.S1 Utilize collaborative planning sessions to develop rigorous lessons that are differentiated in order to scaffold students towards proficiency. 4

 S122093

Strategy Rationale

Action Step 1 5

Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Collaborative lesson plans and collaborative common assessments

Action Step 2 5

Planning collaborative lessons
Creating common assessments

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Analysis of student data from CGAs, FCAT strands, and common assessments,

Action Step 3 5

Gathering and analyzing data
Grouping students based on the data

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 9/1/2014 to 6/1/2015

Evidence of Completion

Data analysis Student grouping based on data

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Effectiveness of common planning will be measured through data from CGA testing and student performance on common assessments.

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015

Evidence of Completion

Performance Data

G7.B3.S2 Utilize small group instruction. 4

 S122108

Strategy Rationale

Action Step 1 5

Model small group instruction for all ELA and Reading teachers.
Share examples of differentiated lessons with teachers.
Model a teacher-led 20-min remediation lesson and a teacher-led 20-min enrichment lesson for the same class.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

20-min small group remediation and enrichment lessons.

Action Step 2 5

Small group differentiated instruction. Instruction in small groups will be both remediation and enrichment lessons based on data from FSA strands and benchmarks tested on the CGAs.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student gains on FSA strands and improved scores on the CGA assessments.

Action Step 3 5

Small group differentiated instruction to all students. Instruction in small groups will be both remediation and enrichment lessons based on data from DAR testing and FSA strands.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student gains on FSA and improved scores on the mid-year and end-of-year administration of the Dar assessment.

Plan to Monitor Fidelity of Implementation of G7.B3.S2 6

All ELA and Reading teachers will adhere to the county's suggested lesson framework. This framework includes the rotational model for three 20-minute blocks of small group instruction. The reading coach models the rotational model with small group instruction for ELA and Reading teachers to ensure fidelity across the department. The principal monitors the fidelity of implementation through walk-throughs and formal and informal observations.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G7.B3.S2 7

Students actively engaged in small groups within the rotational model. Improved student scores on CGAs and the FSA as well as higher reading levels recorded on the Achieve 3000 post-test.

Person Responsible

Terrence Connor


Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

G7.B3.S3 Implement job-embedded professional development to train faculty on high leverage, research-based instructional practice. 4

 S122112

Strategy Rationale

Action Step 1 5

Delivery of job embedded professional development for all teachers. Trainings include presenting, modeling, and demonstrating the use of CHAMPS, effective teacher practices, and research-based instructional strategies.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.

Action Step 2 5

Job embedded professional development for all teachers. Effective reading strategies and research-based instructional strategies for all content areas.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Department plans for using specific content area reading strategies. Lesson plans with the inclusion of research-based content area reading strategies.

Action Step 3 5

Teachers receive job-embedded professional learning in CHAMPS, effective teacher practices, and research-based instructional strategies.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.

Plan to Monitor Fidelity of Implementation of G7.B3.S3 6

The Principal will monitor implementation of professional development in classrooms while conducting walk-throughs and observations.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G7.B3.S3 7

The effectiveness of the job embedded professional learning will be measured through observations of student behavior and school culture and the analysis and utilization of student data to improve instruction.

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 8/11/2014 to 6/1/2015


Evidence of Completion

Performance data

G8. 70% of students identified as the lowest 25% in reading will achieve adequate learning gains as measured by the Florida Standards Assessment. 1

 G037844

G8.B5 The area of deficiency for students in the lowest 25 percent subgroup not making learning gains as noted on the 2014 FCAT 2.0 was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text and limited vocabulary comprehension. 2

 B109768

G8.B5.S1 Utilize collaborative planning sessions to develop rigorous lessons that are differentiated in order to scaffold students towards proficiency. 4

 S122091

Strategy Rationale

Action Step 1 5

Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Collaborative lesson plans and collaborative common assessments.

Action Step 2 5

Planning collaborative lessons
Creating common assessments

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Analysis of student data from CGAs, NFS and common assessments.

Action Step 3 5

Gathering and analyzing data
Grouping students based on the data

Person Responsible

Terrence Connor

Schedule

Every 2 Months, from 9/1/2014 to 6/1/2015

Evidence of Completion

Data analysis Student grouping based on data

Plan to Monitor Fidelity of Implementation of G8.B5.S1 6

Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Fidelity of Implementation of G8.B5.S1 6

Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G8.B5.S1 7

Effectiveness of common planning will measured through data from CGA testing and student performance on common assessments.

Person Responsible

Terrence Connor

Schedule

On 6/1/2015

Evidence of Completion

Performance feedback

G8.B5.S2 Utilize small group instruction. 4

S122210

Strategy Rationale

Action Step 1 5

Model small group instruction for all ELA and Reading teachers.
Share examples of differentiated lessons with teachers.
Model a teacher-led 20-min remediation lesson and a teacher-led 20-min enrichment lesson for the same class.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

20-min small group remediation and enrichment lessons.

Action Step 2 5

Small group differentiated instruction. Instruction in small groups will be both remediation and enrichment lessons based on data from FSA strands and benchmarks tested on the CGAs.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student gains on FSA strands and improved scores on the CGA assessments.

Action Step 3 5

Small group differentiated instruction to all students. Instruction in small groups will be both remediation and enrichment lessons based on data from DAR testing and FCAT strands.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student gains on FSA and improved scores on the mid-year and end-of-year administration of the DAR assessment.

Plan to Monitor Fidelity of Implementation of G8.B5.S2 6

All ELA and Reading teachers will adhere to the county's suggested lesson framework. This framework includes the rotational model for three 20-minute blocks of small group instruction. The reading coach models the rotational model with small group instruction for ELA and Reading teachers to ensure fidelity across the department. The principal monitors the fidelity of implementation through walk-throughs and formal and informal observations.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G8.B5.S2 7

Students actively engaged in small groups within the rotational model. Improved student scores on CGAs and the FCAT as well as higher reading levels recorded on the Achieve 3000 post-test.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Performance data

G8.B5.S3 Implement job-embedded professional development to train faculty on high leverage, research-based instructional practice. 4

 S122211

Strategy Rationale

Action Step 1 5

Delivery of job embedded professional development for all teachers. Trainings include presenting, modeling, and demonstrating the use of CHAMPS, effective teacher practices, and research-based instructional strategies.

Person Responsible

Terrence Connor

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.

Action Step 2 5

Job embedded professional development for all teachers. Effective reading strategies and research-based instructional strategies for all content areas.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Department plans for using specific content area reading strategies. Lesson plans with the inclusion of research-based content area reading strategies.

Action Step 3 5

Teachers receive job-embedded professional learning in CHAMPS, effective teacher practices, and research-based instructional strategies.

Person Responsible

Terrence Connor

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.

G9. 55% of students will achieve proficiency on the Biology End-Of-Course (EOC) assessment. 1

G037846

G9.B1 Lack of student engagement. 2

B091032

G9.B1.S1 Teachers will plan and utilize more inquiry based activities and include them in Biology lessons and ensure that students do complete lab reports. 4

S101888

Strategy Rationale

Hands-on science means just that--learning from the materials and processes of the natural world through direct observation and experimentation. Hands-on learning activities used appropriately can transform science learning by engaging the student in the process of science.

Action Step 1 5

Teachers will plan and utilize more inquiry activities and include them in weekly or bi-weekly Biology lessons and ensure that students are following through by doing a complete write-up.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

common planning agendas, lesson plans, complete lab reports

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Monitor the implementation of inquiry-based activities on a weekly or bi-weekly basis which is accompanied by a completed lab write-up.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, completed lab reports, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of inquiry lab activities.

Person Responsible

Ria Ramdath


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Graded student work, completed lab reports, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B1.S2 Teachers will implement interactive notebooks in all Biology classes. 4

 S101889

Strategy Rationale

The interactive science notebook (ISN) is a perfect opportunity for science educators to encapsulate and promote the most cutting-edge constructivist teaching strategies while simultaneously addressing standards, differentiation of instruction, literacy development, and maintenance of an organized notebook as laboratory and field scientists do. Students then have a packaged notebook that promotes engagement and represents all of their learning throughout the year.

Action Step 1 5

Teachers will implement interactive notebooks in all Biology classes.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interactive Notebooks being consistently used by all students in all science classrooms.

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Monitor the implementation and use of Interactive Notebooks in all Biology classrooms on-going basis.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

graded interactive notebooks and/or completed rubrics for grading of the Interactive Notebook, lesson plans, student work that is reflected in the interactive notebook, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Monitor students' performance on formative assessments, internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGAs) data to determine the effectiveness of implementation of Interactive Notebooks.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Graded Interactive Notebooks, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B1.S3 Teachers will infuse more technology into their daily lessons. 4

S121589

Strategy Rationale

By training students to use technology appropriately and effectively and providing opportunities for them to reach learning targets through its usage, we create a situation in which students are engaged in learning while also eliminating the constant cycle of fighting against student use of electronic devices.

Action Step 1 5

Teachers will infuse more technology into their Biology lessons.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, student work, classroom walkthrough documentation

Plan to Monitor Fidelity of Implementation of G9.B1.S3 6

Monitor the implementation and use of technology in lessons in all Biology classrooms on an on-going basis.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans that include technology, student work that requires the use of technology, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B1.S3 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGAs) data to determine the effectiveness of implementation of the increased use of technology.

Person Responsible

Ria Ramdath


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B2 Lack of RIGOR all Biology classrooms. 2

 B110002

G9.B2.S1 Increase the level of RIGOR of the lessons being planned for Biology classes. 4

 S123974

Strategy Rationale

Rigor is creating an environment in which each student is expected to learn at high levels. Having high expectations starts with the important decision that every student possesses the potential to do his or her best no matter what. Before teachers attempt to implement higher levels of rigor in their classrooms they need to have a deeper understanding of rigor.

Action Step 1 5

Provide professional development on RIGOR for all Biology teachers.

Person Responsible

Ria Ramdath

Schedule

On 9/30/2014

Evidence of Completion

sign-in sheet for professional development, Power Point on RIGOR, lesson plans

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Monitor to ensure that professional development on RIGOR is conducted for all Biology teachers and ensure that the strategies learned in the professional development are being used during instruction in all Biology classrooms.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/16/2014 to 9/30/2014

Evidence of Completion

professional development sign-in sheet, copies of the materials used for the professional development on RIGOR. lesson plans, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of hands-on activities.

Person Responsible

Ria Ramdath


Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data, classroom walkthrough data

G9.B2.S2 Increase the level of questioning in all Biology classes by providing professional development on Higher Order Questioning and other questioning strategies. 4

 S123975

Strategy Rationale

Higher order questioning is an integral part of a rigorous classroom. In rigorous classroom teachers push students to respond to questions at high levels. They ask extended questions. If a student is unable to respond to a question they understand strategies such as probing and guiding the student to the appropriate response and using appropriate amounts of wait time instead of moving on to another student. There is therefore a need for teachers to understand the Webb's Depth of Knowledge (DOK) wheel and the strategies used when using higher order questioning in classrooms.

Action Step 1 5

Provide professional development for all science teachers on questioning strategies(i.e. student accountable talk, asking probing and guiding questions, higher order questioning)

Person Responsible

Ria Ramdath

Schedule

On 10/31/2014

Evidence of Completion

professional development sign-in sheet, lesson plans produced during common planning, student responses to higher order questions

Plan to Monitor Fidelity of Implementation of G9.B2.S2 6

Monitor the implementation and use of higher order questioning and other questioning strategies on an on-going basis in all Biology classrooms.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

lesson plans, student work, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B2.S2 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of higher order questioning as well as other questioning strategies.

Person Responsible

Ria Ramdath

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Graded student work, formative assessment data, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B2.S3 Plan higher order questions weekly to be used for each biology lesson. 4

 S123976

Strategy Rationale

In order to have higher order questions for each lesson this needs to be a part of weekly common planning. Planning and preparation for higher order questioning is an important component of planning for a lesson.

Action Step 1 5

Plan higher order questions for each lesson during planning every week.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

common lesson plan which includes higher order questions

Plan to Monitor Fidelity of Implementation of G9.B2.S3 6

Monitor the planning process to ensure that higher order questions are planned for each Biology lesson.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Weekly lesson plans that reflect planning for higher order questioning.

Plan to Monitor Effectiveness of Implementation of G9.B2.S3 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of weekly planning for higher order questioning in Biology classrooms.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Graded student work that includes higher order questions, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B3 Lack of opportunities for students to take ownership of their learning and/or to think critically and do problem-solving. 2

B110004

G9.B3.S1 Provide more opportunities for students to do project-based assignments where they are able to work independently. 4

S124071

Strategy Rationale

Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Project Based Learning is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects. Through project-based learning students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.

Action Step 1 5

Create assignments during common planning that are project-based and provide opportunities for independent learning.

Person Responsible

Ria Ramdath

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student work, completed rubrics for project-based assignments

Plan to Monitor Fidelity of Implementation of G9.B3.S1 6

Monitor the planning for and implementation of project-based learning in all science classrooms.

Person Responsible

Ria Ramdath

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, student work, classroom walkthrough documentation, copies of guidelines for project-based assignments

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of project-based learning.

Person Responsible

Ria Ramdath


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B3.S2 Make Science Fair Projects a mandatory assignment in all Biology classes. 4

 S124101

Strategy Rationale

Science Fair projects require that students apply their existing abilities to new areas, as well as learn many new skills. A science fair project involves reading, logical thinking, writing, grammar and spelling, math, statistics and data analysis, computer science, and graphic arts, as well as scientific methodology. If a student participates in a formal competition, then they will also practice public speaking, and learn how to explain and defend their work in front of a panel of judges. Science Fair projects promote independent work and independent learning.

Action Step 1 5

Make Science Fair projects a mandatory assignment in all Biology classes. Provide students with all necessary components to include Introduction to Science Fair (Parts of a Science Fair Project), School & District timelines for completion of project etc, host a school level Science Fair and ensure that at least ten(10) projects are submitted to the district's Science Fair.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/22/2014 to 1/9/2015

Evidence of Completion

- a) Completed Science Fair packets for distribution to students
- b) Evidence of tracking of student progress on Science Fair projects through Oncourse (grades for each component)
- c) Lesson plans that reflect tracking of student progress on Science Fair projects.

Plan to Monitor Fidelity of Implementation of G9.B3.S2 6

Monitor the progress that students are making with Science Fair projects and ensure that there is teacher follow through so that Science Fair projects are completed as per the timeline provided.

Person Responsible

Ria Ramdath

Schedule

On 1/9/2015

Evidence of Completion

student grades, lesson plans, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B3.S2 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of completion of Science Fair projects.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/22/2014 to 1/9/2015

Evidence of Completion

Graded student work related to Science Fair, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B3.S3 Implement the Gradual Release of Responsibility Model (GRRM) into all lesson plans which caters to the planning of independent activities during the "YOU DO" and /or "THEY DO" parts of the lesson. 4

 S124102

Strategy Rationale

The "Independent Learning" components of the Gradual Release of Responsibility Model (GRRM) addresses the most important goal of good instruction— to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active readers and independent, capable learners.

Action Step 1 5

Provide training on the use of the Gradual Release of Responsibility Model (GRRM) to all Biology teachers.

Person Responsible

Ria Ramdath

Schedule

On 11/30/2014

Evidence of Completion

professional development sign-in sheet,

Plan to Monitor Fidelity of Implementation of G9.B3.S3 6

Monitor the planning of lessons using the Gradual Release of Responsibility Model (GRRM) for delivery of instruction in all Biology classrooms during common planning.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Weekly lesson plan from common planning that reflects the use of the Gradual Release of Responsibility Model (GRRM).

Plan to Monitor Effectiveness of Implementation of G9.B3.S3 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of the Gradual Release of Responsibility Model (GRRM).

Person Responsible

Ria Ramdath


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B4 Lack of opportunities for students to demonstrate higher order thinking and to demonstrate deep understanding of concepts taught in class. 2

 B110040

G9.B4.S1 Increase the repertoire of "Collaborative Strategies" being used in all Biology classrooms. 4

 S124251

Strategy Rationale

Collaborative learning is an instructional method in which students team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. It is also a great way to gain greater insight into the understanding of a topic by individual students as well as groups of students.

Action Step 1 5

Provide professional development to all Biology teachers on the use of collaborative structures in the classroom.

Person Responsible

Ria Ramdath

Schedule

On 11/30/2014

Evidence of Completion

professional development sign-in sheet, professional development agenda and related materials for the professional development

Plan to Monitor Fidelity of Implementation of G9.B4.S1 6

Monitor the planning for as well as the use of collaborative strategies in all Biology classrooms on an ongoing basis.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

lesson plans that include collaborative structures, student work with evidence of collaboration, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B4.S1 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of collaborative structures in all Biology classrooms.

Person Responsible

Ria Ramdath

Schedule


Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B4.S2 Increase the repertoire of "Checks For Understanding" being used in all Biology classrooms.

4

 S124252

Strategy Rationale

Including "Checks for Understanding" throughout a lesson allows a teacher to gauge all students' levels of understanding throughout each lesson. It sets the tone that everyone's thinking is important and necessary, and sends the message that the learning and engagement of all is critical for success. Using key techniques together in all lessons allows teachers to track learning and adapt instruction appropriately on the spot.

Action Step 1 5

Provide professional development to all Biology teachers on the use of checks for understanding in the classroom.

Person Responsible

Ria Ramdath

Schedule

On 6/5/2015

Evidence of Completion

professional development sign-in sheet, professional development agenda and related materials for the professional development

Plan to Monitor Fidelity of Implementation of G9.B4.S2 6

Monitor the planning for and use of "checks for understanding" in all Biology classrooms.

Person Responsible

Ria Ramdath

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

lesson plans, student work, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B4.S2 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of the "checks for understanding."

Person Responsible

Ria Ramdath

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data

G9.B4.S3 Increase opportunities for students to be able to demonstrate their understanding of a concept based on level, interest and/or learning modality. 4

 S124253

Strategy Rationale

Each student comes to class with their own learning style strengths and weaknesses. Some are stronger at auditory learning or learning through listening and sound. Others might find they learn better visually, gaining understanding through reading and writing. Many students may be strong kinesthetic learners, learning better through hands-on activities. Therefore, it is important that we present lessons to students through a variety of techniques that play to each of their strengths and allow them to demonstrate understanding of concepts through a medium that they are able to select for themselves.

Action Step 1 5

Teachers will plan and create assignments that allow students to demonstrate understanding of a concept that gives them a choice based on their interests and/or learning modality.

Person Responsible

Ria Ramdath

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

common planning agendas, lesson plans that reflect planning for level, interest and/or learning modality.

Plan to Monitor Fidelity of Implementation of G9.B4.S3 6

Monitor the use of assignments that allow students to demonstrate their understanding of a concept based on level, interest and/or learning modality.

Person Responsible

Ria Ramdath

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

lesson plans, student work, classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G9.B4.S3 7

Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of assignments that allow students to demonstrate understanding of a concept based on level, interest or learning modality.

Person Responsible

Ria Ramdath

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S3.A1	Lunch and Learns		Agenda, checklist of items covered, new strategies implemented within the classroom.	once	
G6.B1.S1.A1	Administration will plan for intentional job-embedded professional development during weekly collaborative planning sessions.	Connor, Terrence	8/11/2014	Agendas from	6/1/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B8.S1.A1	Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.	Connor, Terrence	9/1/2014	Collaborative lesson plans and collaborative common assessments	6/1/2015 weekly
G6.B8.S2.A1	Model small group instruction for all ELA and Reading teachers. Share examples of differentiated lessons with teachers. Model a teacher-led 20-min remediation lesson and a teacher-led 20-min enrichment lesson for the same class.	Connor, Terrence	9/1/2014	20-min small group remediation and enrichment lessons.	6/1/2015 weekly
G7.B3.S1.A1	Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.	Connor, Terrence	8/11/2014	Collaborative lesson plans and collaborative common assessments	6/1/2015 weekly
G8.B5.S1.A1	Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.	Connor, Terrence	8/11/2014	Collaborative lesson plans and collaborative common assessments.	6/1/2015 weekly
G7.B3.S3.A1	Delivery of job embedded professional development for all teachers. Trainings include presenting, modeling, and demonstrating the use of CHAMPS, effective teacher practices, and research-based instructional strategies.	Connor, Terrence	9/1/2014	Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.	6/1/2015 weekly
G7.B3.S2.A1	Model small group instruction for all ELA and Reading teachers. Share examples of differentiated lessons with teachers. Model a teacher-led 20-min remediation lesson and a teacher-led 20-min enrichment lesson for the same class.	Connor, Terrence	9/1/2014	20-min small group remediation and enrichment lessons.	6/1/2015 weekly
G6.B8.S3.A1	Delivery of job embedded professional development for all teachers. Trainings include presenting, modeling, and demonstrating the use of CHAMPS, effective teacher practices, and research-based instructional strategies.	Connor, Terrence	9/1/2014	Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.	6/1/2015 weekly
G8.B5.S2.A1	Model small group instruction for all ELA and Reading teachers. Share examples of differentiated lessons with teachers. Model a teacher-led 20-min remediation lesson and a teacher-led 20-min enrichment lesson for the same class.	Connor, Terrence	9/1/2014	20-min small group remediation and enrichment lessons.	6/1/2015 weekly
G8.B5.S3.A1	Delivery of job embedded professional development for all teachers. Trainings include presenting, modeling, and demonstrating the use of CHAMPS, effective teacher practices, and research-based instructional strategies.	Connor, Terrence	8/11/2014	Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.	6/1/2015 weekly
G9.B1.S1.A1	Teachers will plan and utilize more inquiry activities and include them in weekly or bi-weekly Biology lessons and ensure that students are following through by doing a complete write-up.	Ramdath, Ria	8/18/2014	common planning agendas, lesson plans, complete lab reports	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B1.S2.A1	Teachers will implement interactive notebooks in all Biology classes.	Ramdath, Ria	9/15/2014	Interactive Notebooks being consistently used by all students in all science classrooms.	6/5/2015 weekly
G9.B2.S1.A1	Provide professional development on RIGOR for all Biology teachers.	Ramdath, Ria	9/22/2014	sign-in sheet for professional development, Power Point on RIGOR, lesson plans	9/30/2014 one-time
G9.B1.S3.A1	Teachers will infuse more technology into their Biology lessons.	Ramdath, Ria	8/18/2014	lesson plans, student work, classroom walkthrough documentation	6/5/2015 weekly
G9.B2.S2.A1	Provide professional development for all science teachers on questioning strategies(i.e. student accountable talk, asking probing and guiding questions, higher order questioning)	Ramdath, Ria	9/17/2014	professional development sign-in sheet, lesson plans produced during common planning, student responses to higher order questions	10/31/2014 one-time
G9.B2.S3.A1	Plan higher order questions for each lesson during planning every week.	Ramdath, Ria	8/18/2014	common lesson plan which includes higher order questions	6/5/2015 weekly
G9.B3.S1.A1	Create assignments during common planning that are project-based and provide opportunities for independent learning.	Ramdath, Ria	8/18/2014	Lesson plans, student work, completed rubrics for project-based assignments	6/5/2015 quarterly
G9.B3.S2.A1	Make Science Fair projects a mandatory assignment in all Biology classes. Provide students with all necessary components to include Introduction to Science Fair (Parts of a Science Fair Project), School & District timelines for completion of project etc, host a school level Science Fair and ensure that at least ten(10) projects are submitted to the district's Science Fair.	Ramdath, Ria	9/22/2014	a) Completed Science Fair packets for distribution to students b) Evidence of tracking of student progress on Science Fair projects through Oncourse (grades for each component) c) Lesson plans that reflect tracking of student progress on Science Fair projects.	1/9/2015 weekly
G9.B3.S3.A1	Provide training on the use of the Gradual Release of Responsibility Model (GRRM) to all Biology teachers.	Ramdath, Ria	10/1/2014	professional development sign-in sheet,	11/30/2014 one-time
G5.B1.S1.A1	Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.	Eldridge, Cathy	9/1/2014	Lesson plans, common assignments, common assessments	6/5/2015 weekly
G5.B1.S2.A1	Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.	Eldridge, Cathy	9/1/2014	Feedback from classroom walk-throughs, lesson plans, notes from common planning sessions	6/5/2015 monthly
G5.B1.S3.A1	Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.	Eldridge, Cathy	9/1/2014	Feedback from classroom walk-throughs, lesson plans,	6/5/2015 daily
G9.B4.S1.A1	Provide professional development to all Biology teachers on the use of collaborative structures in the classroom.	Ramdath, Ria	11/1/2014	professional development sign-in sheet, professional development agenda and related materials for the professional development	11/30/2014 one-time
G9.B4.S2.A1	Provide professional development to all Biology teachers on the use of checks for understanding in the classroom.	Ramdath, Ria	9/22/2014	professional development sign-in sheet, professional development agenda and related materials for the professional development	6/5/2015 one-time
G9.B4.S3.A1	Teachers will plan and create assignments that allow students to demonstrate understanding of a concept that gives them a choice based on their interests and/or learning modality.	Ramdath, Ria	9/22/2014	common planning agendas, lesson plans that reflect planning for level, interest and/or learning modality.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will plan and provide rigorous activities based on Curriculum Guide Assessment (CGA) data and reading proficiency.	Hartley, Brett	8/18/2014	lesson plans, enrichment activities for higher performing students	6/5/2015 weekly
G2.B1.S1.A1	Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.	Eldridge, Cathy	9/1/2014	Lesson plans, common assignments, common assessments	6/5/2015 weekly
G3.B1.S1.A1	Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.	Eldridge, Cathy	9/1/2014	Lesson plans, common assignments, common assessments	6/5/2015 weekly
G4.B1.S1.A1	Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.	Eldridge, Cathy	9/1/2014	Lesson plans, common assignments, common assessments	6/5/2015 weekly
G2.B1.S2.A1	Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.	Eldridge, Cathy	9/1/2014	Feedback from classroom walk-throughs, lesson plans, notes from common planning sessions.	6/5/2015 monthly
G2.B1.S3.A1	Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.	Eldridge, Cathy	9/1/2014	Feedback from classroom walk-throughs, lesson plans.	6/5/2015 daily
G3.B1.S2.A1	Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.	Eldridge, Cathy	9/1/2014	Feedback from classroom walk-throughs, lesson plans, notes from common planning sessions.	6/5/2015 monthly
G3.B1.S3.A1	Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.	Eldridge, Cathy	9/1/2014	Feedback from classroom walk-throughs, lesson plans	6/5/2015 daily
G4.B1.S2.A1	Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.	Eldridge, Cathy	9/1/2014		6/5/2015 monthly
G4.B1.S3.A1	Schedule computer lab or computer cart time. Use technology that is available within the classroom. Assign skill specific computer modules.	Eldridge, Cathy	9/1/2014		6/5/2015 daily
G6.B1.S1.A2	[no content entered]			one-time	
G6.B8.S1.A2	Planning collaborative lessons and creating common assessments.	Connor, Terrence	9/1/2014	Analysis of student data from CGAs, FCAT strands, and common assessments.	6/1/2015 weekly
G6.B8.S2.A2	Small group differentiated instruction. Instruction in small groups will be both remediation and enrichment lessons based on data from FCAT strands and benchmarks tested on the CGAs.	Connor, Terrence	9/1/2014	Student gains on FSA strands and improved scores on the CGA assessments.	6/1/2015 one-time
G7.B3.S1.A2	Planning collaborative lessons Creating common assessments	Connor, Terrence	9/1/2014	Analysis of student data from CGAs, FCAT strands, and common assessments,	6/1/2015 weekly
G7.B3.S3.A2	Job embedded professional development for all teachers. Effective reading strategies and research-based instructional strategies for all content areas.	Connor, Terrence	9/1/2014	Department plans for using specific content area reading strategies. Lesson plans with the inclusion of research-based content area reading strategies.	6/1/2015 one-time

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G7.B3.S2.A2	Small group differentiated instruction. Instruction in small groups will be both remediation and enrichment lessons based on data from FSA strands and benchmarks tested on the CGAs.	Connor, Terrence	9/1/2014	Student gains on FSA strands and improved scores on the CGA assessments.	6/1/2015 weekly
G6.B8.S3.A2	Job embedded professional development for all teachers. Effective reading strategies and research-based instructional strategies for all content areas.	Connor, Terrence	9/1/2014	Department plans for using specific content area reading strategies. Lesson plans with the inclusion of research-based content area reading strategies.	6/1/2015 weekly
G8.B5.S1.A2	Planning collaborative lessons Creating common assessments	Connor, Terrence	9/1/2014	Analysis of student data from CGAs, NFS and common assessments.	6/1/2015 weekly
G8.B5.S2.A2	Small group differentiated instruction. Instruction in small groups will be both remediation and enrichment lessons based on data from FSA strands and benchmarks tested on the CGAs.	Connor, Terrence	9/1/2014	Student gains on FSA strands and improved scores on the CGA assessments.	6/1/2015 weekly
G8.B5.S3.A2	Job embedded professional development for all teachers. Effective reading strategies and research-based instructional strategies for all content areas.	Connor, Terrence	9/1/2014	Department plans for using specific content area reading strategies. Lesson plans with the inclusion of research-based content area reading strategies.	6/1/2015 weekly
G6.B8.S1.A3	Analyzing data and grouping students based on the data.	Connor, Terrence	9/1/2014		6/1/2015 every-2-months
G6.B8.S2.A3	Small group differentiated instruction to all students.	Connor, Terrence	9/1/2014	Student gains on FSA and improved scores on the mid-year and end-of-year administration of the Dar assessment.	6/1/2015 daily
G7.B3.S1.A3	Gathering and analyzing data Grouping students based on the data	Connor, Terrence	9/1/2014	Data analysis Student grouping based on data	6/1/2015 every-2-months
G7.B3.S3.A3	Teachers receive job-embedded professional learning in CHAMPS, effective teacher practices, and research-based instructional strategies.	Connor, Terrence	9/1/2014	Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.	6/1/2015 weekly
G7.B3.S2.A3	Small group differentiated instruction to all students. Instruction in small groups will be both remediation and enrichment lessons based on data from DAR testing and FSA strands.	Connor, Terrence	9/1/2014	Student gains on FSA and improved scores on the mid-year and end-of-year administration of the Dar assessment.	6/1/2015 weekly
G6.B8.S3.A3	Teachers receive job-embedded professional learning in CHAMPS, effective teacher practices, and research-based instructional strategies.	Connor, Terrence	9/1/2014	Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.	6/1/2015 weekly
G8.B5.S1.A3	Gathering and analyzing data Grouping students based on the data	Connor, Terrence	9/1/2014	Data analysis Student grouping based on data	6/1/2015 every-2-months
G8.B5.S2.A3	Small group differentiated instruction to all students. Instruction in small groups will be both remediation and enrichment lessons based on data from DAR testing and FCAT strands.	Connor, Terrence	9/1/2014	Student gains on FSA and improved scores on the mid-year and end-of-year administration of the DAR assessment.	6/1/2015 weekly
G8.B5.S3.A3	Teachers receive job-embedded professional learning in CHAMPS, effective teacher practices, and research-based instructional strategies.	Connor, Terrence	9/1/2014	Common lessons, department goals, department classroom management plans (CHAMPS), evidence of data analysis, common assessments.	6/1/2015 weekly
G1.MA1	CGA data will be collected and examined throughout the year	Hartley, Brett	8/18/2014	Teachers and administrators will conference with one another to check on the use of Achieve 3000 in the classroom and to ensure that it is	6/5/2015 one-time

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				positively contributing to student achievement gains on their CGAs	
G1.B1.S1.MA1	Debrief on Curriculum Guide Assessment (CGA) data with teachers.	Hartley, Brett	8/18/2014	Completed Data Chat Protocol of Curriculum Guide Assessment (CGA) data for each teacher.	6/5/2015 quarterly
G1.B1.S1.MA1	Conference with teachers to discuss ways to continuously challenge students who are performing at varying levels of proficiency.	Hartley, Brett	8/18/2014	Notes taken during common planning, lesson plans	6/5/2015 weekly
G2.MA1	Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.	Eldridge, Cathy	9/1/2014	Data from Exit slips, paper/pencil tests, online tests, and Lesson plans	6/5/2015 weekly
G2.B1.S1.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.	Eldridge, Cathy	9/1/2014	Class assignments should be appropriate for the level scored on assessments.	6/5/2015 quarterly
G2.B1.S1.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.	Eldridge, Cathy	9/1/2014	Common planning group agendas, class room rosters and data.	6/5/2015 one-time
G2.B1.S2.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.	Eldridge, Cathy	9/1/2014	Seating charts, CPG Agenda, Classroom observation	6/5/2015 weekly
G2.B1.S2.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.	Eldridge, Cathy	9/1/2014	Lesson plans	6/5/2015 weekly
G2.B1.S3.MA1	Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.	Eldridge, Cathy	9/1/2014	Copy of schedule, teacher feedback	6/5/2015 monthly
G2.B1.S3.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.	Eldridge, Cathy	9/1/2014	Data from online sources used.	6/5/2015 monthly
G3.MA1	Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and	Eldridge, Cathy	9/1/2014	Data from Exit slips, paper/pencil tests, online tests, and Lesson plans	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	design lessons to correct these deficiencies.				
G3.B1.S1.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.	Eldridge, Cathy	9/1/2014	Class assignments should be appropriate for the level scored on assessments.	6/5/2015 quarterly
G3.B1.S1.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.		9/1/2014	Common planning group agendas, class room rosters and data.	6/5/2015 weekly
G3.B1.S2.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.	Eldridge, Cathy	9/1/2014	Seating charts, CPG Agenda, Classroom observation	6/5/2015 weekly
G3.B1.S2.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.	Eldridge, Cathy	9/1/2014	Lesson plans.	6/5/2015 weekly
G3.B1.S3.MA1	Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.	Eldridge, Cathy	9/1/2014	Copy of schedule, teacher feedback	6/5/2015 monthly
G3.B1.S3.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.	Eldridge, Cathy	9/1/2014	Data from online sources used.	6/5/2015 monthly
G4.MA1	Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.	Eldridge, Cathy	9/1/2014	Data from Exit slips, paper/pencil tests, online tests, and Lesson plans	6/5/2015 weekly
G4.B1.S1.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.	Eldridge, Cathy	9/1/2014	Class assignments should be appropriate for the level scored on assessments.	6/5/2015 weekly
G4.B1.S1.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data	Eldridge, Cathy	9/1/2014	Common planning group agendas, class room rosters and data.	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	from previous and current year's assessments.				
G4.B1.S2.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.	Eldridge, Cathy	9/1/2014	Seating charts, CPG Agenda, Classroom observation	6/5/2015 weekly
G4.B1.S2.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and analyze data and group students appropriately.	Eldridge, Cathy	9/1/2014	Lesson plans	6/5/2015 weekly
G4.B1.S3.MA1	Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.	Eldridge, Cathy	9/1/2014	Copy of schedule, teacher feedback	6/5/2015 monthly
G4.B1.S3.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.	Eldridge, Cathy	9/1/2014	Data from online sources used.	6/5/2015 monthly
G5.MA1	Monitor data for exit slips, paper/pencil tests and online tests as well as classroom observation to check for deficiencies in mathematical skills and design lessons to correct these deficiencies.	Eldridge, Cathy	9/1/2014	Data from Exit slips, paper/pencil tests, online tests, and Lesson plans	6/5/2015 weekly
G5.B1.S1.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Monitor all data from FCAT, Baseline CGA, Algebra 1 EOC results.		9/1/2014	Class assignments should be appropriate for the level scored on assessments.	6/5/2015 weekly
G5.B1.S1.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Monitor data from previous and current year's assessments.	Eldridge, Cathy	9/1/2014	Common planning group agendas, class room rosters and data.	6/5/2015 one-time
G5.B1.S2.MA1	Performance Matters data, Exit Slips, portfolios, assessment data and data discussions. Design classroom to allow for appropriate seating arrangements and grouping.	Eldridge, Cathy	9/1/2014	Seating charts, CPG Agenda, Classroom observation	6/5/2015 weekly
G5.B1.S2.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Gather and	Eldridge, Cathy	9/1/2014	Lesson plans	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	analyze data and group students appropriately.				
G5.B1.S3.MA1	Arrange a schedule that will allow mathematics classes to use existing computers in the classrooms, labs or in the home. Modify the schedule based on teacher feedback.	Eldridge, Cathy	9/1/2014	Copy of schedule, teacher feedback	6/5/2015 monthly
G5.B1.S3.MA1	Use of common planning group agendas, data discussions, math coach participation in common planning groups when possible, classroom observations by the math coach, math admin. , district math coach when possible. Provide a schedule that will allow students computer access several times in the computer labs or at the home.	Eldridge, Cathy	9/1/2014	Data from online sources used.	6/5/2015 monthly
G6.MA1	Classroom Walkthroughs	Connor, Terrence	8/11/2014	In between Formal and Informal Observations, administration will walk through classrooms to observe student work/data, student reflections, board configuration, and the management of students. During this time, anecdotal data will be collected to reflect on the observation cycle. The administrator will have an opportunity to reflect and assess if the Professional Development is being implemented in the classroom for the students.	6/1/2015 one-time
G6.B1.S1.MA1	Exit slips will be provided to participants and reviewed by administration and coach to gauge effectiveness.		8/11/2014	Exit slips from training participants.	6/1/2015 one-time
G6.B1.S1.MA1	Exit slips will be provided to participants and reviewed by administration and coach to gauge effectiveness.	Connor, Terrence	8/11/2014	Exit slips from training participants.	6/1/2015 weekly
G6.B8.S1.MA1	Effectiveness of common planning will be measured through data from CGA testing and student performance on common assessments.	Connor, Terrence	9/1/2014	Performance data on CGA	6/1/2015 one-time
G6.B8.S1.MA1	Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.	Connor, Terrence	9/1/2014	Observation feedback	6/1/2015 one-time
G6.B1.S2.MA1	[no content entered]			once	
G6.B1.S2.MA1	[no content entered]			once	
G6.B8.S2.MA1	Students actively engaged in small groups within the rotational model. Improved student scores on CGAs and the FSA as well as higher reading levels recorded on the Achieve 3000 post-test.	Connor, Terrence	8/11/2014	Performance data	6/1/2015 every-2-months
G6.B8.S2.MA1	All ELA and Reading teachers will adhere to the suggested lesson framework. This framework includes the rotational model for three 20-minute blocks of small group instruction. The reading coach models the rotational model with small group instruction for ELA and Reading	Connor, Terrence	9/1/2014	Observation feedback	6/1/2015 one-time

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	teachers to ensure fidelity across the department. The principal monitors the fidelity of implementation through walk-throughs and formal and informal observations.				
G6.B1.S3.MA1	Professional Development		During Formal and Informal observations, administration will utilize the recent Professional Development offered as a Next Step for teacher improvement. During this time, teachers will be asked to reflect on their teaching style and the observation cycle. Teachers will have ample opportunities to participate in Professional Development at the school level.	once	
G6.B1.S3.MA1	Professional Development Calendar		Updated calendar	once	
G6.B8.S3.MA1	The effectiveness of the job embedded professional learning will be measured through observations of student behavior and school culture and the analysis and utilization of student data to improve instruction.	Connor, Terrence	8/11/2014	Performance data	6/1/2015 one-time
G6.B8.S3.MA1	The Principal will monitor implementation of professional development in classrooms while conducting walk-throughs and observations.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 one-time
G7.MA1	Performance data will be analyzed to determine progress towards meeting the goal.	Connor, Terrence	8/11/2014	CGA performance data chat logs	6/1/2015 every-2-months
G7.B3.S1.MA1	Effectiveness of common planning will be measured through data from CGA testing and student performance on common assessments.	Connor, Terrence	8/11/2014	Performance Data	6/1/2015 every-2-months
G7.B3.S1.MA1	Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 one-time
G7.B3.S2.MA1	Students actively engaged in small groups within the rotational model. Improved student scores on CGAs	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 one-time

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	and the FSA as well as higher reading levels recorded on the Achieve 3000 post-test.				
G7.B3.S2.MA1	All ELA and Reading teachers will adhere to the county's suggested lesson framework. This framework includes the rotational model for three 20-minute blocks of small group instruction. The reading coach models the rotational model with small group instruction for ELA and Reading teachers to ensure fidelity across the department. The principal monitors the fidelity of implementation through walk-throughs and formal and informal observations.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 weekly
G7.B3.S3.MA1	The effectiveness of the job embedded professional learning will be measured through observations of student behavior and school culture and the analysis and utilization of student data to improve instruction.	Connor, Terrence	8/11/2014	Performance data	6/1/2015 every-2-months
G7.B3.S3.MA1	The Principal will monitor implementation of professional development in classrooms while conducting walk-throughs and observations.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 one-time
G8.MA1	CGA, FSA, and teacher-created assessments	Connor, Terrence	8/11/2014	Performance feedback	6/1/2015 every-2-months
G8.B5.S1.MA1	Effectiveness of common planning will be measured through data from CGA testing and student performance on common assessments.	Connor, Terrence	8/11/2014	Performance feedback	6/1/2015 one-time
G8.B5.S1.MA1	Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 one-time
G8.B5.S1.MA1	Principal conduct walk-throughs to see the work from common planning. Principal will look for common lessons and implementation of learning from professional development.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 one-time
G8.B5.S2.MA1	Students actively engaged in small groups within the rotational model. Improved student scores on CGAs and the FCAT as well as higher reading levels recorded on the Achieve 3000 post-test.	Connor, Terrence	8/11/2014	Performance data	6/1/2015 weekly
G8.B5.S2.MA1	All ELA and Reading teachers will adhere to the county's suggested lesson framework. This framework includes the rotational model for three 20-minute blocks of small group instruction. The reading coach models the rotational model with small group instruction for ELA and Reading teachers to ensure fidelity across the department. The principal monitors the fidelity of implementation through walk-throughs and formal and informal observations.	Connor, Terrence	8/11/2014	Observation feedback	6/1/2015 weekly

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G9.MA1	Compare student performance on CGAs through the use of teacher and student data chats after CGA 1, 2, 3 administrations and make adjustments as necessary based on the data.	Ramdath, Ria	8/18/2014	a) Increased student achievement on formative and summative assessments. b) Planned remediation activities and Florida Continuous Model (FCIM) lessons infused into lesson plans which are based on deficiencies observed from data disaggregation. c) Copies of completed teacher and student data chat forms with feedback and action steps.	6/5/2015 quarterly
G9.B1.S1.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of inquiry lab activities.	Ramdath, Ria	8/18/2014	Graded student work, completed lab reports, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 weekly
G9.B1.S1.MA1	Monitor the implementation of inquiry-based activities on a weekly or bi-weekly basis which is accompanied by a completed lab write-up.	Ramdath, Ria	8/18/2014	lesson plans, completed lab reports, classroom walkthrough documentation	6/5/2015 weekly
G9.B2.S1.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of hands-on activities.	Ramdath, Ria	9/16/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data, classroom walkthrough data	6/5/2015 weekly
G9.B2.S1.MA1	Monitor to ensure that professional development on RIGOR is conducted for all Biology teachers and ensure that the strategies learned in the professional development are being used during instruction in all Biology classrooms.	Ramdath, Ria	9/16/2014	professional development sign-in sheet, copies of the materials used for the professional development on RIGOR. lesson plans, classroom walkthrough documentation	9/30/2014 weekly
G9.B3.S1.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of project-based learning.	Ramdath, Ria	8/18/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 quarterly
G9.B3.S1.MA1	Monitor the planning for and implementation of project-based learning in all science classrooms.	Ramdath, Ria	8/18/2014	lesson plans, student work, classroom walkthrough documentation, copies of guidelines for project-based assignments	6/5/2015 quarterly
G9.B4.S1.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of collaborative structures in all Biology classrooms.	Ramdath, Ria	9/22/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 monthly
G9.B4.S1.MA1	Monitor the planning for as well as the use of collaborative strategies in all Biology classrooms on an ongoing basis.	Ramdath, Ria	9/22/2014	lesson plans that include collaborative structures, student work with evidence of collaboration, classroom walkthrough documentation	6/5/2015 weekly
G9.B1.S2.MA1	Monitor students' performance on formative assessments, internal summative data (Unit Assessments) as well as district Curriculum Guide	Ramdath, Ria	8/18/2014	Graded Interactive Notebooks, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Assessments (CGAs) data to determine the effectiveness of implementation of Interactive Notebooks.				
G9.B1.S2.MA1	Monitor the implementation and use of Interactive Notebooks in all Biology classrooms on-going basis.	Ramdath, Ria	9/15/2014	graded interactive notebooks and/or completed rubrics for grading of the Interactive Notebook, lesson plans, student work that is reflected in the interactive notebook, classroom walkthrough documentation	6/5/2015 weekly
G9.B2.S2.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of higher order questioning as well as other questioning strategies.	Ramdath, Ria	9/17/2014	Graded student work, formative assessment data, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 monthly
G9.B2.S2.MA1	Monitor the implementation and use of higher order questioning and other questioning strategies on an on-going basis in all Biology classrooms.	Ramdath, Ria	9/17/2014	lesson plans, student work, classroom walkthrough documentation	6/5/2015 weekly
G9.B3.S2.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of completion of Science Fair projects.	Ramdath, Ria	9/22/2014	Graded student work related to Science Fair, Unit Assessment data, Curriculum Guide Assessment (CGA) data	1/9/2015 weekly
G9.B3.S2.MA1	Monitor the progress that students are making with Science Fair projects and ensure that there is teacher follow through so that Science Fair projects are completed as per the timeline provided.	Ramdath, Ria	9/22/2014	student grades, lesson plans, classroom walkthrough documentation	1/9/2015 one-time
G9.B4.S2.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of the "checks for understanding."	Ramdath, Ria	9/22/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 monthly
G9.B4.S2.MA1	Monitor the planning for and use of "checks for understanding" in all Biology classrooms.	Ramdath, Ria	9/22/2014	lesson plans, student work, classroom walkthrough documentation	6/5/2015 weekly
G9.B1.S3.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGAs) data to determine the effectiveness of implementation of the increased use of technology.	Ramdath, Ria	8/18/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 weekly
G9.B1.S3.MA1	Monitor the implementation and use of technology in lessons in all Biology classrooms on an on-going basis.	Ramdath, Ria	8/18/2014	lesson plans that include technology, student work that requires the use of technology, classroom walkthrough documentation	6/5/2015 weekly
G9.B2.S3.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide	Ramdath, Ria	8/18/2014	Graded student work that includes higher order questions, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Assessments (CGA) data to determine the effectiveness of weekly planning for higher order questioning in Biology classrooms.				
G9.B2.S3.MA1	Monitor the planning process to ensure that higher order questions are planned for each Biology lesson.	Ramdath, Ria	8/18/2014	Weekly lesson plans that reflect planning for higher order questioning.	6/5/2015 weekly
G9.B3.S3.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of the Gradual Release of Responsibility Model (GRRM).	Ramdath, Ria	8/18/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 weekly
G9.B3.S3.MA1	Monitor the planning of lessons using the Gradual Release of Responsibility Model (GRRM) for delivery of instruction in all Biology classrooms during common planning.	Ramdath, Ria	8/18/2014	Weekly lesson plan from common planning that reflects the use of the Gradual Release of Responsibility Model (GRRM).	6/5/2015 weekly
G9.B4.S3.MA1	Monitor students' performance on formative as well as internal summative data (Unit Assessments) as well as district Curriculum Guide Assessments (CGA) data to determine the effectiveness of implementation of assignments that allow students to demonstrate understanding of a concept based on level, interest or learning modality.	Ramdath, Ria	9/22/2014	Graded student work, Unit Assessment data, Curriculum Guide Assessment (CGA) data	6/5/2015 quarterly
G9.B4.S3.MA1	Monitor the use of assignments that allow students to demonstrate their understanding of a concept based on level, interest and/or learning modality.	Ramdath, Ria	9/22/2014	lesson plans, student work, classroom walkthrough documentation	6/5/2015 monthly
G10.MA1	Monitor Scholastic Assessment Test (SAT)/American College Test (ACT) score reports and Florida Comprehensive Assessment Test (FCAT) retake score reports.	Hoffman, Jana	10/6/2014	a) Scholastic Assessment Test (SAT)/American College Test (ACT) score reports. b) Individual graduation check summary will be updated for each student when receive new test scores.	6/5/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. 70% of students identified as the lowest 25% in mathematics will achieve adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments.

G2.B1 Weakness in mathematical skills.

G2.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up.

PD Opportunity 1

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire Math Department

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G2.B1.S2 Group students in class with similar skill levels

PD Opportunity 1

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire Math Department

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G3. 70% of students will demonstrate adequate learning gains as measured by the Florida Mathematics End-of-Course (EOC) assessments.

G3.B1 Weakness in mathematical skills.

G3.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up.

PD Opportunity 1

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire Math Department

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G3.B1.S2 Group students in class with similar skill levels.

PD Opportunity 1

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire Math Department

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G4. 47% of students (a 5% increase from the previous year) will demonstrate proficiency as measured by the Florida Geometry End-of-Course (EOC) assessment.

G4.B1 Weakness in mathematical skills

G4.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up.

PD Opportunity 1

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire Math Department

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G4.B1.S2 Group students in class with similar skill levels

PD Opportunity 1

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire Math Department

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G5. 50% of students (a 3% increase from the previous year) will demonstrate proficiency as measured by the Florida Algebra 1 End-of-Course (EOC) assessment .

G5.B1 Weakness in mathematical skills.

G5.B1.S1 Pre-requisite knowledge will be incorporated within the focus lesson or warm-up.

PD Opportunity 1

Create common lesson plans with colleagues – brainstorming ideas for warm-ups or scaffolding within the lesson.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire math department

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G5.B1.S2 Group students in class with similar skill levels

PD Opportunity 1

Data analysis during the Common Planning Group (CPG) meetings. Small group instruction and focused activity with the classroom teacher. Seating chart implemented.

Facilitator

Cathy Eldridge, Brett Hartley

Participants

Entire math department

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G6. 43% of students will demonstrate proficiency as measured by the English Language Arts Florida Standards Assessment.

G6.B1 Limited time to provide professional development

G6.B1.S1 Utilize collaborative planning sessions to maximize time for job-embedded professional development.

PD Opportunity 1

Administration will plan for intentional job-embedded professional development during weekly collaborative planning sessions.

Facilitator

Administrator, Reading Coach, District Specialists

Participants

All English and Reading teachers

Schedule

Weekly, from 8/11/2014 to 6/1/2015

G6.B1.S3

PD Opportunity 1

Lunch and Learns

Facilitator

Administration

Participants

Faculty

Schedule

G6.B8 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

G6.B8.S1 Utilize collaborative planning sessions to develop rigorous lessons that are differentiated in order to scaffold students towards proficiency.

PD Opportunity 1

Delivering professional development that includes modeling collaborative lesson planning, unpacking the standards, and analyzing data.

Facilitator

Vanessa Knight

Participants

English and Reading Department

Schedule

Weekly, from 9/1/2014 to 6/1/2015

G9. 55% of students will achieve proficiency on the Biology End-Of-Course (EOC) assessment.

G9.B1 Lack of student engagement.

G9.B1.S2 Teachers will implement interactive notebooks in all Biology classes.

PD Opportunity 1

Teachers will implement interactive notebooks in all Biology classes.

Facilitator

District Science Specialist

Participants

All Biology Teachers

Schedule

Weekly, from 9/15/2014 to 6/5/2015

G9.B2 Lack of RIGOR all Biology classrooms.

G9.B2.S1 Increase the level of RIGOR of the lessons being planned for Biology classes.

PD Opportunity 1

Provide professional development on RIGOR for all Biology teachers.

Facilitator

District Science Specialist

Participants

Biology teachers

Schedule

On 9/30/2014

G9.B2.S2 Increase the level of questioning in all Biology classes by providing professional development on Higher Order Questioning and other questioning strategies.

PD Opportunity 1

Provide professional development for all science teachers on questioning strategies(i.e. student accountable talk, asking probing and guiding questions, higher order questioning)

Facilitator

District Science Specialist or Assistant Principal (Science)

Participants

All Biology teachers

Schedule

On 10/31/2014

G9.B3 Lack of opportunities for students to take ownership of their learning and/or to think critically and do problem-solving.

G9.B3.S3 Implement the Gradual Release of Responsibility Model (GRRM) into all lesson plans which caters to the planning of independent activities during the "YOU DO" and /or "THEY DO" parts of the lesson.

PD Opportunity 1

Provide training on the use of the Gradual Release of Responsibility Model (GRRM) to all Biology teachers.

Facilitator

District Science Specialist or Assistant Principal (Science)

Participants

All Biology teachers

Schedule

On 11/30/2014

G9.B4 Lack of opportunities for students to demonstrate higher order thinking and to demonstrate deep understanding of concepts taught in class.

G9.B4.S1 Increase the repertoire of "Collaborative Strategies" being used in all Biology classrooms.

PD Opportunity 1

Provide professional development to all Biology teachers on the use of collaborative structures in the classroom.

Facilitator

District Science Specialist or Assistant Principal (Science)

Participants

All Biology teachers

Schedule

On 11/30/2014

G9.B4.S2 Increase the repertoire of "Checks For Understanding" being used in all Biology classrooms.

PD Opportunity 1

Provide professional development to all Biology teachers on the use of checks for understanding in the classroom.

Facilitator

District Science Specialist or Assistant Principal (Science)

Participants

All Biology teachers

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G6. 43% of students will demonstrate proficiency as measured by the English Language Arts Florida Standards Assessment.

G6.B8 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 4, Informational Text/Research Process due to limited exposure to informational text.

G6.B8.S1 Utilize collaborative planning sessions to develop rigorous lessons that are differentiated in order to scaffold students towards proficiency.

PD Opportunity 1

Planning collaborative lessons and creating common assessments.

Facilitator

Vanessa Knight

Participants

English and Reading Department

Schedule

Weekly, from 9/1/2014 to 6/1/2015

PD Opportunity 2

Analyzing data and grouping students based on the data.

Facilitator

Vanessa Knight

Participants

English and Reading Department

Schedule

Every 2 Months, from 9/1/2014 to 6/1/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0