FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4591 - New Heights Elementary School
District: 52 - Pinellas
Principal: Lisa Gilghrest Austin
SAC Chair: Rhonda Rousse
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 11/02/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-893-2135	
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School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	84%			
Minority:	57%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	C	C	D

Current School Status
School Information
School-Level Information
School New Heights Elementary School
Principal's name Lisa Gilghrest Austin
School Advisory Council chair's name Rhonda Rousse
Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lisa Austin	Principal
Delonda Boyd	Assistant Principal
Kelly Connelly	Intervention Specialist
Dharvette Barwick	Literacy Coach
Lisa Guyette	Guidance Counselor
Socorro Thomas	Social Worker
Michael Cowley	Psychologist

District-Level Information
District Pinellas
Superintendent's name Dr. Michael A Grego
Date of school board approval of SIP Pending

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

Describe the membership of the SAC including position titles
Lisa Austin, Principal
Rhonda Rouse, Chair
Art O'Hara, Business/Community Rep.
Brittany Daniels/Parent/Teacher
Tracey Hawk/Parent/Teacher
Polly Lam/Parent
Luz Alvarez/Parent

Describe the involvement of the SAC in the development of this school improvement plan
Members of the SAC assisted in the development and writing of the SIP.

Describe the activities of the SAC for the upcoming school year
New Heights Elementary SAC will monitor the implementation of the School Improvement Plan. SAC will assist in educating families about the Common Core State Standards. They will monitor family involvement activities for alignment.

Describe the projected use of school improvement funds and include the amount allocated to each project
SIP funds will support the initiatives taken to implement professional development in the Common Core State Standards

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

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

Administrators

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Lisa Gilghrest Austin

Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Bachelor of Science in Elementary Education; Cert. 1-6 M. Ed in Educational Leadership; Cert. K-12 National Board Certification	
Performance Record	10/11 -11/12 School Grade of C. 12/13 School Grade of D. 36.1% Learning gains in Reading and 36.1% in Math.	

Delonda Boyd

Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	Bachelor of Science in Elementary Education M. Ed in Educational Leadership	
Performance Record	10/11 -11/12 School Grade of B. 12/13 School Grade of C.	

Instructional Coaches

 # Instructional Coaches 1

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Dharvette Barwick

Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education. Cert. Grades 1-6	
Performance Record	10/11 and 11/12 School Grade of A. 12/13 School Grade of D/F.	

Classroom Teachers

# of classroom teachers 82

 # receiving effective rating or higher 58, 71%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 98%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 81, 99%
 # ESOL endorsed 37, 45%
 # reading endorsed 6, 7%
 # with advanced degrees 24, 29%
 # National Board Certified 4, 5%
 # first-year teachers 5, 6%
 # with 1-5 years of experience 18, 22%
 # with 6-14 years of experience 39, 48%
 # with 15 or more years of experience 20, 24%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# of paraprofessionals 0
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
 # receiving effective rating or higher (not entered because basis is < 10)
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Positions posted, highly qualified staff meet and interview candidates, thorough background, work history, conduct, and education.
Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities Each new teacher will be assigned a grade level mentor as well as a school wide mentor. Support will be offered through observations of Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI) This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The SBLT analyze school-wide data (FAIR, Running Record, Common Assessment) to determine the effectiveness of core instruction. Classrooms with 70% or more of the students not meeting expectations in specific subject areas will be provided professional development to improve core instruction within that classroom. Coaches and school-based personnel will be utilized to provide instructional assistance, modeling, and mentoring in specific subject areas to teachers in need of core subject training. PLCs will review Tier 2 (small group instruction) results in Reading and Math every 8 weeks to determine the effectiveness of instruction and whether student(s) require more/less assistance or a new intervention. Individual teachers, PLC members, or members of the SBLT may identify students in need of individualized assistance and refer the student to the Academic Intervention Team for review. This team is comprised of the School Psychologist, Reading Coach, MTSS Coach, Learning Specialist, and Diagnostician. The team will meet monthly to review Tier 2 data and individual data. Recommendations from the monthly meeting will be provided to interventionists and classroom teachers. Support, interventions, and observation will be provided by the Academic Intervention Team.

Staff have been trained in the academic intervention process during the pre-school training days and are provided updates and refreshed knowledge via staff meetings and the principal's weekly staff update. The SBLT will review processes on a monthly basis and modify MTSS processes to best identify school-wide, small group, and individualized needs. The SBLT will utilize a PDSA model to maximize resources at the core instructional level and minimize the number of resources used for Tier 2 and Tier 3. ESE, ESOL, Speech/Language, Social Work, and School Counselor resources will also be used during the PDSA sessions to provide a balanced team to identify all areas of need and intervene in a swift and efficient manner.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The school based MTSS leadership team includes Lisa Austin, Principal, Delonda Boyd-Assistant Principal, Lisa Guyette-School Counselor, Michael Cowley-School Psychologist, Socorro Thomas-School Social Worker, Kristie Jo Redfering-Behavior Specialist, and Gail Gotwald-Media Specialist and Tech, Eileen Richman-SLP, Beth Carroll-VE Resource, Sarah Miller-ESOL, Kelly Connelly – MTSS Coach, Dharvette Barwick – English/Language Arts (ELA) Coach

Facilitator–Lisa Austin, Recorder-Lisa Guyette, Time Keeper-Socorro Thomas, Data Manager-Michael Cowley & Kristie Jo Redfering

Principal and Assistant Principal: Facilitate team discussions. Provide a common vision for the use of data-based decision making. Ensure the provision of professional development to support MTSS implementation.

Psychologist, Social Worker, Behavior Specialist, Media Specialist/Tech: Work with SBLT to identify students in need of additional interventions. Help to design these interventions, support teachers implementing the interventions, and insure fidelity.

School Counselor: Coordinate Tier 3 intervention conferences. Ensure compliance with district requirements. Organize Tier 2 and Tier 3 progress monitoring data.

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

Members of the SBLT will review the SIP goals with the SIP committee members on a monthly basis. SIP goals will be reviewed quarterly with staff during school-wide staff meetings. The SBLT will meet monthly to review school-wide data utilizing FAIR, Running Records, Common Assessments, ST

Math, and observational data. A sub-team for academics will meet bi-weekly to review Tier 2 academic data create plans to assist staff and students to increase achievement levels. Tier 3 plans are regularly reviewed by the MTSS team for both academics and behavior. A sub-team for behavior meets weekly to review school-wide and Tier 2 data for behavior to determine staff and student needs. Plans will be created with Student Services providing support, interventions (when required), and observation of intervention fidelity.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
The data system(s) used to analyze and review data are the Florida's Department of Education PMRN (FAIR data) and the district's EDS system, which is used to analyze whole class or individual math, writing and science common assessment results. The data is referenced formally at least three times a year and ongoing progress monitoring in conjunction with the needs of students in tier one and two. In addition to data from the state and district, data is generated through ongoing progress monitoring probes (DIBELS and aimsweb) that help to progress monitor students at tier 2 and 3. Grade level notebooks are kept with graphs of student and group progress. This data is open to those on the SBLT team and classroom teachers. FOCUS SIS/EDS manage Tier I school-wide data. The MTSS Coach has developed an Excel spreadsheet incorporating data management and graphing to monitor and analyze supplemental (Tier 2) data. Tier 3 data is managed through Student Service Team developed Excel spreadsheets for behavior and aimsweb for academic. Observational data, student office discipline referrals, and staff requests will be utilized to determine student engagement.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Several members of the SBLT have participated in MTSS training since New Heights was identified as a pilot school for RtI. The SBLT has provided ongoing training to instructional and support staff to build data-based problem solving and to develop understanding of MTSS. The SBLT utilizes staff feedback via surveys and "ticket out the door" to solicit staff understanding and needs in continuing to develop awareness and understanding of MTSS. Surveys and "deltas/minuses" are also utilized to PDSA school-wide MTSS processes for academics and behavior. Staff members participate in ongoing reviews of MTSS processes and are sources of support to other staff members in building data-based understanding, use, and management. School-based professional development days are utilized to provide continued training to staff to allow for ongoing MTSS capacity and growth.
LLC training, planning and implementation; DBQ strategy implementation; "Training Wednesday" Instructional Strategy training; ELP afterschool Math/Science, and Reading club for grade 3-5.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,390

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
ELP before school Math, afterschool STEM, and afterschool Reading and Math tutoring/enrichment

How is data collected and analyzed to determine the effectiveness of this strategy?
OPM(assessments) and observation at various intervals.

Who is responsible for monitoring implementation of this strategy?
The principal, assistant principal, STEM coordinator, Promise Time facilitator will monitor implementation of the ELP programs

Literacy Leadership Team (LLT)

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

Name	Title
Lisa Austin	Principal
Delonda Boyd	Assistant Principal
Kelly Connelly	Intervention Specialist
Sarah Miller	ESOL
Caroline Schafer	Speech Pathologist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
-Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons-
Providing scaffolding that does not preempt or replace text reading by students
-Developing and asking text dependent questions from a range of question types
-Emphasizing students supporting their answers based upon evidence from the text
-Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?
Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

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

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

Expected Improvements

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

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	26%	No	58%
American Indian				
Asian	52%	45%	No	57%
Black/African American	43%	39%	No	48%
Hispanic	48%	35%	No	54%
White	60%	49%	No	64%
English language learners	37%	18%	No	43%
Students with disabilities	33%	44%	Yes	39%
Economically disadvantaged	50%	40%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	26%	31%
Students scoring at or above Achievement Level 4	44	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	120	36%	41%
Students in lowest 25% making learning gains (FCAT 2.0)	71	21%	25%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	60	59%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	29%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	33%	38%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	44	43%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		55%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	25%	No	47%
American Indian				
Asian	46%	59%	Yes	51%
Black/African American	36%	25%	No	42%
Hispanic	29%	65%	Yes	36%
White	46%	42%	No	51%
English language learners	30%	30%	Yes	37%
Students with disabilities	24%	35%	Yes	32%
Economically disadvantaged	38%	35%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	24%	29%
Students scoring at or above Achievement Level 4	36	11%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	120	36%	41%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	19%	23%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	27%	32%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		4
Participation in STEM-related experiences provided for students	4	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	125	16%	13%
Students retained, pursuant to s. 1008.25, F.S.	27	3%	2%
Students who are not proficient in reading by third grade	69	55%	45%
Students who receive two or more behavior referrals	115	15%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	5%	3%

Area 9: Parent Involvement
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school
Please see attached Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reading: Fall into Books	250	32%	40%
Reading and Math: FCAT Parent Night	160	20%	25%
Annual Meeting/Open House	643	82%	90%
Reading: Reading Under the Stars	272	35%	43%
Parenting and Math: Love and Logic/ST Math	28	4%	10%
Welness Expo and Science Fair	275	35%	43%
Math and Science Party	150	19%	23%
Transition to Kindergarten	53	37%	54%

Goals Summary

Goal #1:
Increase parent involvement participation by 30% representing 50% of the parent population.

Goal #2:
Reduce the number and percent of discipline incidents for each sub-group by 50%

Goal #3:
Increase the reading scores of African American students to 48% achieving proficiency.

Goal #4:
Increase % of students scoring at proficiency in Writing by 10% points Improve current level of performance – 44% proficiency to 54% proficiency

Goal #5:
Increase % of students scoring at proficiency in Reading by 20% points Improve current level of performance – 42% proficiency to 62% proficiency

Goal #6:
Increase % of students scoring at proficiency in Math by 10% points Improve current level of performance – 37% proficiency to 47% proficiency

Goal #7:
Increase % of African American students scoring at proficiency in Math to 42%.

Goals Detail

Goal #1:	**Increase parent involvement participation by 30% representing 50% of the parent population.**

Targets Supported	• Parental Involvement
Resources Available to Support the Goal	• Family and Community Liaison • Family and Community committee
Targeted Barriers to Achieving the Goal	• Various work schedules of parents. Limited parent availability.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	**Reduce the number and percent of discipline incidents for each sub-group by 50%**

Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Behavior Specialist • Positive Behavior Systems
Targeted Barriers to Achieving the Goal	• High turn over in student population

Plan to Monitor Progress Toward the Goal

Action:
Decrease of behavior incidents

Person or Persons Responsible:
Behavior committee, Principal, assistant principal, guidance counselor, behavior specialist, SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reduction of Office and classroom referrals

Goal #3:	**Increase the reading scores of African American students to 48% achieving proficiency.**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• Literacy Coach to provide embedded professional development • Standards based Professional Development • Additional personnel (hourly teachers to provide interventions) • Mentoring via 5000 role models
Targeted Barriers to Achieving the Goal	• Adoption of new curriculum

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	Increase % of students scoring at proficiency in Writing by 10% points Improve current level of performance – 44% proficiency to 54% proficiency
Targets Supported	• Writing
Resources Available to Support the Goal	• Core Connections training
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction
Plan to Monitor Progress Toward the Goal	
Action:	
Person or Persons Responsible:	
Target Dates or Schedule:	
Evidence of Completion:	

Goal #5:	Increase % of students scoring at proficiency in Reading by 20% points Improve current level of performance – 42% proficiency to 62% proficiency
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• School based literacy Coach to provide embedded professional development • Standards based Professional Development • Additional personnel (hourly teachers to provide interventions) • Intervention Specialist
Targeted Barriers to Achieving the Goal	• New curriculum adoption • Implementation of Common Core State Standards

Plan to Monitor Progress Toward the Goal

Action:
Data obtained from classroom performance and assessments

Person or Persons Responsible:
SBLT, Classroom Teacher

Target Dates or Schedule:
Monthly (minimum)

Evidence of Completion:
PMP, Data Warehouse reports

Goal #6:	Increase % of students scoring at proficiency in Math by 10% points Improve current level of performance – 37% proficiency to 47% proficiency
Targets Supported	• Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Standards based Professional Development provided by district • Additional personnel (hourly teachers to provide interventions) • District Math Coach
Targeted Barriers to Achieving the Goal	• New curriculum adoption • Implementation of Common Core State Standards

Plan to Monitor Progress Toward the Goal

Action:
Data obtained from classroom performance and assessments

Person or Persons Responsible:
SBLT, Classroom Teacher

Target Dates or Schedule:
Monthly (minimum)

Evidence of Completion:
PMP, Data Warehouse reports

Goal #7:	Increase % of African American students scoring at proficiency in Math to 42%.

Targets Supported	• Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Standards based Professional Development provided by district • Additional personnel (hourly teachers to provide interventions) • District Math Coach
Targeted Barriers to Achieving the Goal	• New curriculum adoption • Implementation of Common Core State Standards

Plan to Monitor Progress Toward the Goal

Action:
Data obtained from classroom performance and assessments

Person or Persons Responsible:
SBLT, Classroom Teacher

Target Dates or Schedule:
Monthly (minimum)

Evidence of Completion:
PMP, Data Warehouse reports

Action Plan for Improvement

Goal #1:	Increase parent involvement participation by 30% representing 50% of the parent population.
Barrier #1:	Various work schedules of parents. Limited parent availability.
Strategy #1 to Overcome the Barrier	Host activities at various times to increase participation.

Step #1 to Implement Strategy #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Reduce the number and percent of discipline incidents for each sub-group by 50%
Barrier #1:	High turn over in student population
Strategy #1 to Overcome the Barrier	Develop and maintain a school-wide discipline plan

Step #1 to Implement Strategy #1

Action:
Implementation of Committment to Character

Person or Persons Responsible:
Guidance Counselor

Target Dates or Schedule:
Daily

Evidence of Completion:
Students aware of character focus

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Observation for appropriate behaviors

Person or Persons Responsible:
Guidance Counselor, Classroom Teachers, Principal, and Assistant Principal

Target Dates or Schedule:
daily

Evidence of Completion
Reduction of Office discipline and classroom referrals

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Decrease of behavior incidents

Person or Persons Responsible:
Behavior committee, Principal, assistant principal, guidance counselor, behavior specialist, SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reduction of Office and classroom referrals

Goal #4:	Increase % of students scoring at proficiency in Writing by 10% points Improve current level of performance – 44% proficiency to 54% proficiency
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Person or Persons Responsible:
Classroom teacher, Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Improved writing scores on assessments

Facilitator:
Assistant Principal, Literacy Coach

Participants:
Classroom teachers, VE Resource Teachers, ESOL Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase % of students scoring at proficiency in Reading by 20% points Improve current level of performance – 42% proficiency to 62% proficiency
Barrier #1:	New curriculum adoption
Strategy #1 to Overcome the Barrier	Common planning with team and literacy coach, Lesson study

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Lesson Studies

Person or Persons Responsible:
Literacy Coach, Classroom teachers, Principal, Assistant Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
knowledge of curriculum, planning of effective instruction.

Facilitator:
School based and District literacy Coaches

Participants:
Instructional staff, Administration

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Model and observe effective instruction

Person or Persons Responsible:
Instructional staff, School based literacy coach, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion
Effective instruction, authentic student engagement

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Data chats

Person or Persons Responsible:
Instructional staff, School based Literacy Coach, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Improved student performance/assessment data

Goal #5:	Increase % of students scoring at proficiency in Reading by 20% points Improve current level of performance – 42% proficiency to 62% proficiency
Barrier #2:	Implementation of Common Core State Standards
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Person or Persons Responsible:
Principal, Assistant Principal, Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Walk-throughs and observations

Facilitator:
Literacy Coach, Administration, and Intervention Specialist

Participants:
Classroom teachers and staff

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that lessons are aligned with grade level standards, begin with a discussion of desired outcomes and learning goals, include a learning goal/essential question as well as teacher explanations of how the class activities relate to the learning goal and to answering the essential question. Ensure that lessons and discussions also refer back to the learning goal/essential question, include a scale or rubric that relates to the learning goal is posted so that all students can see it and is referenced to throughout the lesson

Person or Persons Responsible:
Principal, Assistant Principal, and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plan checks and observations

Facilitator:
Literacy Coach, Administration, and Intervention Specialist

Participants:
Classroom teachers and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion
Observations, monitoring lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Observations, monitoring lesson plans, and walk-throughs

Goal #5:	Increase % of students scoring at proficiency in Reading by 20% points Improve current level of performance – 42% proficiency to 62% proficiency
Barrier #2:	Implementation of Common Core State Standards
Strategy #2 to Overcome the Barrier	In class modeling and coaching

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Model effective instruction

Person or Persons Responsible:
Literacy Coach, Intervention Specialist

Target Dates or Schedule:
Weekly

Evidence of Completion:
Coaching logs/cycles, lesson studies

Facilitator:
School based literacy coach, assistant principal, principal

Participants:
All instructional staff.

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #5

Action:
Observation of instruction

Person or Persons Responsible:
Principal, assistant principal

Target Dates or Schedule:
weekly

Evidence of Completion
Lesson plans

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #5

Action:
Monitor assessment data

Person or Persons Responsible:
Principal, assistant principal, intervention specialist

Target Dates or Schedule:
Monthly

Evidence of Completion:
FAIR, OPMs, District assessments

Goal #6:	Increase % of students scoring at proficiency in Math by 10% points Improve current level of performance – 37% proficiency to 47% proficiency
Barrier #1:	New curriculum adoption
Strategy #1 to Overcome the Barrier	Professional Development and Common planning within team

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Person or Persons Responsible:
Principal, Assistant Principal, Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Walk-throughs and observations

Facilitator:
Administration and District Coaches

Participants:
Classroom teachers and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion
Observations, monitoring lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Observations, monitoring lesson plans, and walk-throughs

Goal #6:	Increase % of students scoring at proficiency in Math by 10% points Improve current level of performance – 37% proficiency to 47% proficiency
Barrier #2:	Implementation of Common Core State Standards
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Person or Persons Responsible:
Principal, Assistant Principal, Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Walk-throughs and observations

Facilitator:
Literacy Coach, Administration, and Intervention Specialist

Participants:
Classroom teachers and staff

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that lessons are aligned with grade level standards, begin with a discussion of desired outcomes and learning goals, include a learning goal/essential question as well as teacher explanations of how the class activities relate to the learning goal and to answering the essential question. Ensure that lessons and discussions also refer back to the learning goal/essential question, include a scale or rubric that relates to the learning goal is posted so that all students can see it and is referenced to throughout the lesson

Person or Persons Responsible:
Principal, Assistant Principal, and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plan checks and observations

Facilitator:
Literacy Coach, Administration, and Intervention Specialist

Participants:
Classroom teachers and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #6

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion
Observations, monitoring lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Observations, monitoring lesson plans, and walk-throughs

Goal #7:	Increase % of African American students scoring at proficiency in Math to 42%.
Barrier #1:	New curriculum adoption
Strategy #1 to Overcome the Barrier	Professional Development and Common planning within team

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Person or Persons Responsible:
Principal, Assistant Principal, Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Walk-throughs and observations

Facilitator:
Administration and District Coaches

Participants:
Classroom teachers and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion
Observations, monitoring lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Observations, monitoring lesson plans, and walk-throughs

Goal #7:	Increase % of African American students scoring at proficiency in Math to 42%.
Barrier #2:	Implementation of Common Core State Standards
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Person or Persons Responsible:
Principal, Assistant Principal, Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Walk-throughs and observations

Facilitator:
Literacy Coach, Administration, and Intervention Specialist

Participants:
Classroom teachers and staff

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Ensure that lessons are aligned with grade level standards, begin with a discussion of desired outcomes and learning goals, include a learning goal/essential question as well as teacher explanations of how the class activities relate to the learning goal and to answering the essential question. Ensure that lessons and discussions also refer back to the learning goal/essential question, include a scale or rubric that relates to the learning goal is posted so that all students can see it and is referenced to throughout the lesson

Person or Persons Responsible:
Principal, Assistant Principal, and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plan checks and observations

Facilitator:
Literacy Coach, Administration, and Intervention Specialist

Participants:
Classroom teachers and staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #7

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion
Observations, monitoring lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #7

Action:
Lesson planning and delivery of instruction

Person or Persons Responsible:
Principal, Assistant Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Observations, monitoring lesson plans, and walk-throughs

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title

III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality

instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, funds to ensure that they supplement rather than supplant other funds available to schools.

New Heights has also partnered with R'Club to support our learning community.

Professional Development

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

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

Goal #4: Increase % of students scoring at proficiency in Writing by 10% points Improve current level of performance – 44% proficiency to 54% proficiency

Barrier #1: Insufficient standard based instruction

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Facilitator leader
Assistant Principal, Literacy Coach

Participants
Classroom teachers, VE Resource Teachers, ESOL Teachers

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Improved writing scores on assessments
(Person Responsible: Classroom teacher, Administration)

Goal #5: Increase % of students scoring at proficiency in Reading by 20% points Improve current level of performance – 42% proficiency to 62% proficiency

Barrier #1: New curriculum adoption

Strategy #1: Common planning with team and literacy coach, Lesson study

Action Step #1: Lesson Studies

Facilitator leader
School based and District literacy Coaches

Participants
Instructional staff, Administration

Target dates or schedule
ongoing

Evidence of Completion and Person Responsible for Monitoring
knowledge of curriculum, planning of effective instruction.
(Person Responsible: Literacy Coach, Classroom teachers, Principal, Assistant Principal)

Barrier #2: Implementation of Common Core State Standards

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Facilitator leader
Literacy Coach, Administration, and Intervention Specialist

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Walk-throughs and observations
(Person Responsible: Principal, Assistant Principal, Literacy Coach)

Action Step #2: Ensure that lessons are aligned with grade level standards, begin with a discussion of desired outcomes and learning goals, include a learning goal/essential question as well as teacher explanations of how the class activities relate to the learning goal and to answering the essential question. Ensure that lessons and discussions also refer back to the learning goal/essential question, include a scale or rubric that relates to the learning goal is posted so that all students can see it and is referenced to throughout the lesson

Facilitator leader
Literacy Coach, Administration, and Intervention Specialist

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Lesson Plan checks and observations
(Person Responsible: Principal, Assistant Principal, and Literacy Coach)

Strategy #2: In class modeling and coaching

Action Step #1: Model effective instruction

Facilitator leader
School based literacy coach, assistant principal, principal

Participants
All instructional staff.

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Coaching logs/cycles, lesson studies
(Person Responsible: Literacy Coach, Intervention Specialist)

Goal #6: Increase % of students scoring at proficiency in Math by 10% points Improve current level of performance – 37% proficiency to 47% proficiency

Barrier #1: New curriculum adoption

Strategy #1: Professional Development and Common planning within team

Action Step #1: Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Facilitator leader
Administration and District Coaches

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Walk-throughs and observations
(Person Responsible: Principal, Assistant Principal, Literacy Coach)

Barrier #2: Implementation of Common Core State Standards

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Facilitator leader
Literacy Coach, Administration, and Intervention Specialist

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Walk-throughs and observations
(Person Responsible: Principal, Assistant Principal, Literacy Coach)

Action Step #2: Ensure that lessons are aligned with grade level standards, begin with a discussion of desired outcomes and learning goals, include a learning goal/essential question as well as teacher explanations of how the class activities relate to the learning goal and to answering the essential question. Ensure that lessons and discussions also refer back to the learning goal/essential question, include a scale or rubric that relates to the learning goal is posted so that all students can see it and is referenced to throughout the lesson

Facilitator leader
Literacy Coach, Administration, and Intervention Specialist

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Lesson Plan checks and observations
(Person Responsible: Principal, Assistant Principal, and Literacy Coach)

Goal #7: Increase % of African American students scoring at proficiency in Math to 42%.

Barrier #1: New curriculum adoption

Strategy #1: Professional Development and Common planning within team

Action Step #1: Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Facilitator leader
Administration and District Coaches

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Walk-throughs and observations
(Person Responsible: Principal, Assistant Principal, Literacy Coach)

Barrier #2: Implementation of Common Core State Standards

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Ensure that Explicit Instruction, Modeled Instruction, Guided Practice with Teacher Support and Feedback, Guided Practice with Peer Support and Feedback, and Independent Practice occur

Facilitator leader
Literacy Coach, Administration, and Intervention Specialist

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Walk-throughs and observations
(Person Responsible: Principal, Assistant Principal, Literacy Coach)

Action Step #2: Ensure that lessons are aligned with grade level standards, begin with a discussion of desired outcomes and learning goals, include a learning goal/essential question as well as teacher explanations of how the class activities relate to the learning goal and to answering the essential question. Ensure that lessons and discussions also refer back to the learning goal/essential question, include a scale or rubric that relates to the learning goal is posted so that all students can see it and is referenced to throughout the lesson

Facilitator leader
Literacy Coach, Administration, and Intervention Specialist

Participants
Classroom teachers and staff

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Lesson Plan checks and observations
(Person Responsible: Principal, Assistant Principal, and Literacy Coach)

Budget

Budget Detail