


Differentiated Accountability Action Plan

	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Reading Instructional Review Date: October 14-15, 2010
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Instructional Review: Reading SIP Action Steps

School's SIP Goals Correlated to Reading	Commendations on SIP Problem Solving Process related to Reading	Concerns on SIP Problem Solving Process related to Reading	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
• 79% of the students in grades 3 -6 will score Level 3 and above in reading.	<ul style="list-style-type: none"> • In most K-2 classes, students are actively engaged in developmentally appropriate center activities. • In many classes, teachers are using FAIR data to differentiate instruction during guided reading. • Many teachers are using projection devices and SMART boards to enhance instruction and actively engage students. • Some mathematics teachers are utilizing word problems as part of instruction. • Some mathematics teachers are utilizing reading as part of instruction during the Differentiated Instruction period. • Some teachers are providing explicit reading instruction. 	In many classes, teachers are not prepared for daily, benchmark focused instruction.	Strategy: Student achievement improves when teachers provide students with daily, benchmark focused instruction.	Evidence: Student achievement on FAIR and ThinkGate progress monitoring assessments will increase.	
			Action Step #1: School-based administrators will identify one day each week for each core content area (i.e., reading, mathematics, and science) for teachers to collaboratively develop benchmark driven, weekly lessons plans aligned to pacing guides.	October 15 - November 1, 2010	School-based Administrators
			Action Step #2: Academic coaches will facilitate weekly core content lesson planning on identified days to develop benchmark driven, weekly lessons plans aligned to pacing guides.	November 1, 2010 - June, 2011	School-based Academic Coaches
			Action Step #3: Teachers will turn in to administrators benchmark driven, weekly lessons plans aligned to pacing guides.	November 15, 2010 - June, 2011	School-based Administrators
			Action Step #4: Academic coaches will support individual teachers through the coaching model (i.e., lesson planning, modeling, co-teaching, observing and debriefing) to provide students with benchmark driven, daily instruction aligned to pacing guides.	November 15, 2010 - June, 2011	School-based Academic Coaches
			Action Step #5: Teachers will provide students with benchmark driven, daily instruction aligned to pacing guides.	December 1, 2010 - June, 2011	School-based Administrators
			Few teachers incorporate reading and vocabulary acquisition strategy instruction that follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a	Strategy: Student reading achievement improves when teachers provide direct, explicit reading and vocabulary strategy instruction that follows an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Evidence: The percentage of students scoring at the 60th percentile or higher on FAIR Reading Comprehension will increase.

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Instructional Review: Reading SIP Action Steps

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			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
		lesson assessment.	Action Step #1: The District Reading Specialist will collaborate with school-based coaches to create and facilitate professional development for all teachers and administrators focused on providing direct, explicit reading and vocabulary acquisition strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment as part of core content instruction.	October 13 - November 15, 2010	District Reading Specialist; School-based Academic Coaches
			Action Step #2: School-based academic coaches will facilitate lesson planning during identified core-content planning time to include direct, explicit reading and vocabulary acquisition strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment as part of core content instruction.	October 15 - June, 2011	School-based Academic Coaches
			Action Step #3: School-based coaches will support individual teachers through the coaching model (i.e., lesson planning, modeling, co-teaching, observing and debriefing) to implement direct, explicit reading and vocabulary strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment as part of core content instruction.	October 15, 2010 - June, 2011	School-based Academic Coaches
			Action Step #4: Teachers will implement direct, explicit reading and vocabulary strategy instruction following an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment as part of core content instruction.	November 15, 2010 - June, 2011	School-based Administrators
		There is minimal evidence of teachers modeling and using higher order questioning techniques (e.g., think-a-loud and "wait time") to promote critical, independent, and	Strategy: Student achievement will increase when teachers effectively incorporate higher-order questioning techniques into daily instruction to promote critical, independent, and creative thinking.	Evidence: The percentage of students scoring at the 60th percentile or higher on FAIR Reading Comprehension will increase.	


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			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
		promote critical, independent, and creative thinking.	Action Step #1: District staff and school-based coaches will work with teachers during common planning to reinforce recently delivered professional development on the use of higher order questioning techniques, to include such things as appropriate "wait time" and modeling think-a-louds, into lesson plans and daily instruction.	October 15 - June, 2011	School-based Academic Coaches
			Action Step #2: District staff and school-based coaches will utilize the intensive coaching model with teachers (i.e., lesson planning, modeling, co-teaching, observing and debriefing) to include questioning techniques, such as use of "wait time" and think-a-louds, to promote critical, independent, and creative thinking in lesson plans and as part of daily instruction.	October 15 - June, 2011	School-based Academic Coaches
			Action Step #3: Teachers will effectively incorporate higher order questioning techniques and strategies into their lesson plans and daily instruction to promote critical, independent, and creative thinking.	November 1, 2010 - June, 2011	School-based Administrators


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Instructional Review: Writing SIP Action Steps

School's SIP Goals Correlated to Writing	Commendations on SIP Problem Solving Process related to Writing	Concerns on SIP Problem Solving Process related to Writing	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title, Name)</small>
• 50% of the students in grades 3-6 will score Level 4 and above.	<ul style="list-style-type: none"> • Some teachers are incorporating short responses. • Some teachers are providing explicit writing instruction. • Students are recording observations in science journals. 	Opportunities for writing are not evident in most classrooms.	Strategy: Student achievement improves when teachers provide students opportunities to consistently engage in academic writing.	Evidence: The percentage of students scoring 4 or higher on monthly progress monitoring writing prompts will increase.	
			Action Step #1: The District Reading Specialist will collaborate with the school-based Reading Coach and a model teacher to create and facilitate professional development during small group professional learning communities to incorporate appropriate academic writing opportunities as part of regular instruction.	December 1 - 30, 2011	District Reading Specialist; Reading Coach
			Action Step #2: The school-based Reading Coach will support individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to incorporate appropriate academic writing opportunities as part of regular instruction.	January - June, 2011	Reading Coach
			Action Step #3: Teachers will incorporate appropriate academic writing opportunities as part of regular instruction.	January - June, 2011	School-based Administrators


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 Florida Department of Education	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Mathematics Instructional Review Date: October 14-15, 2010
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Instructional Review: Mathematics SIP Action Steps

School's SIP Goals Correlated to Mathematics	Commendations on SIP Problem Solving Process related to Mathematics	Concerns on SIP Problem Solving Process related to Mathematics	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title, Name)</small>
<ul style="list-style-type: none"> • The percent of students achieving level 3 or above on the FCAT will increase from 25% in 2009-2010 to 80% in 2010-2011. • The percent of students achieving levels 4 or 5 on the FCAT will increase from 6% in 2009-2010 to 12%. • The percent of students making Learning Gains on the FCAT will increase from 44% to 80%. • The percent of students in the Lowest 25% making Learning Gains will increase from 53% to 80%. 	<ul style="list-style-type: none"> • Mathematics teachers consistently use content resources to enhance instruction. • Many mathematics students are authentically engaged. • Mathematics teachers use supplemental materials that offer further breadth and depth to learning experiences. • Most mathematics teachers are collaborating during professional learning communities. 	Some instruction does not reflect that teachers are unpacking standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study.	Strategy: Student achievement will increase when teachers unpack standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to enhance instruction.	Evidence: The percentage of students scoring at or above proficiency on district and state mandated mathematics assessments will increase.	
			Action Step #1: District staff and school-based mathematics coach will collaborate to conduct professional development on unpacking the standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to develop and deliver effective instruction.	October 15, 2010 - November 15, 2010	District staff and school-based mathematics coach
			Action Step #2: The school-based mathematics coach will collaborate with teachers during common planning to facilitate unpacking the standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to develop and deliver effective instruction.	October 15, 2010 - November 15, 2010	School-based mathematics coach
			Action Step #3: The school-based mathematics coach will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, debriefing) to unpack standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to develop and deliver effective instruction.	October 30, 2010 - June 2011	School-based mathematics coach
			Action Step #4: Mathematics teachers will unpack standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to develop and deliver effective instruction.	October 30, 2010 - June 2011	School-based administration
		In many classes, tasks do not follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels.	Strategy: Student achievement improves when teachers include tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	Evidence: The percentage of students scoring at or above proficiency on district and state mandated mathematics assessments will increase.	


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Instructional Review: Mathematics SIP Action Steps

School's SIP Goals Correlated to Mathematics	Commendations on SIP Problem Solving Process related to Mathematics	Concerns on SIP Problem Solving Process related to Mathematics	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
			Action Step #1: District staff will collaborate with school-based mathematics coach to facilitate lesson planning during common planning time to develop lessons that include tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	October 30, 2010 - December 17, 2010	District staff and school-based mathematics coach
			Action Step #2: School-based academic coaches will support individual mathematics teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to implement tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	October 30, 2010 - June 2011	School-based mathematics coach
			Action Step #3: Mathematics teachers will incorporate tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	October 30, 2010 - June 2011	School-based administration
		Teachers are not conducting regularly scheduled individual mathematics data and goal setting chats with students.	Strategy: Student mathematics achievement will increase when teachers and students engage in individual data chats and goal setting.	Evidence: The percentage of students scoring at or above proficiency on district and state mandated mathematics assessments will increase.	
			Action Step #1: The principal will collaborate with the district to develop a protocol for data chats and goal setting and implement a monitoring process for teacher/student data chats to ensure fidelity of the process.	October 18, 2010 - October 30, 2010	Principal and district staff
			Action Step #2: The district, school leadership, and school-based mathematics coach will deliver a staff development of best practices for teacher/student data chats during common planning.	November 1, 2010 - November 15, 2010	The district, school leadership, and school-based mathematics coach
			Action Step #3: The school-based mathematics coach will support mathematics teachers by modeling the established protocol for effective teacher/student data chats and goal setting.	November 1, 2010 - November 15, 2010	The school-based mathematics coach
			Action Step #4: Mathematics teachers will conduct teacher/student data chats based on the schedule established by the school administration.	November 21, 2010 - June, 2011	School-based administration


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Instructional Review: Science SIP Action Steps

School's SIP Goals Correlated to Science	Commendations on SIP Problem Solving Process related to Science	Concerns on SIP Problem Solving Process related to Science	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
<ul style="list-style-type: none"> • On the 2011 FCAT, 40% of the students will achieve at Level 3 or higher. • On the 2011 FCAT, 20% of the students will achieve at Level 4 or higher. 	<ul style="list-style-type: none"> • Some science classrooms have hands on activities. • Teachers have materials for science activities. • Some science teachers are using word walls. • Some science teachers are using reading strategies. 	Few teachers create and deliver lessons that show clear evidence of unpacking the standards/ benchmarks and use of a research-based instructional delivery model.	Strategy: Student science achievement will increase when teachers create and deliver lessons that show clear evidence of unpacking the standards/ benchmarks, use of district pacing guides, and support of the 5 E's (Engage, Explore, Explain, Extend, and Evaluate) research-based instructional delivery model.	Evidence: Increase in the percentage of science students who score 70% or higher on district progress monitoring assessments.	
			Action Step #1: District staff, school leadership and NEFEC (North East Florida Educational Consortium) will collaborate to create professional development intended to help teachers create and deliver lessons that include unpacking the standards/benchmarks, use of the school based pacing guide, and support of the 5 E's research-based instructional delivery model.	November 1, 2010	District staff, school based science coach and NEFEC staff.
			Action Step #2: The school-based science coach and district selected trainer will provide staff development on unpacking the standards/ benchmarks, use of district pacing guides, and support of the 5 E's research-based instructional delivery model for teachers through common planning and extended day.	December 17, 2010	School based academic coach and district selected trainer.
			Action Step #3: The school based science coach will provide support through co-planning, modeling and co-teaching, observing and debriefing to deliver lessons that reflect unpacking the standards/ benchmarks, use of district pacing guides, and support of the 5 E's (Engage, Explore, Explain, Extend, and Evaluate) research-based instructional delivery model.	January 3, 2011 - ongoing	School based science coach
			Action Step #4: Teachers will create and deliver lesson that include unpacking the standards/benchmarks, use of district pacing guides, and support of the 5 E's research-based instructional delivery model.	January 18, 2011 - ongoing	School-based administrator and District Transformational Specialist


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Instructional Review: Other (e.g., behavior, attendance) SIP Action Steps

School's SIP Goals Correlated to ESE	Commendations on SIP Problem Solving Process related to ESE	Concerns on SIP Problem Solving Process related to ESE	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title)</small>
	<ul style="list-style-type: none"> • The full continuum of services is available for exceptional education students. • Exceptional education students are provided access to the general education curriculum and materials. • Exceptional education teachers are using a variety of technology to address the multiple modalities of their students. 	Students with disabilities are not receiving instruction at appropriate levels of rigor to ensure mastery of grade level standards.	Strategy: Achievement for students with disabilities will increase when students receive instruction with appropriate accommodations/modifications that meet each benchmark's Cognitive Complexity rating.	Evidence: The percentage of students with disabilities who show gains on district and state mandated assessments will increase.	
			Action Step #1: School leadership and district staff will collaborate with school-based coaches to create and provide professional development on planning and delivering instruction that meets each benchmark's Cognitive Complexity rating while incorporating appropriate accommodations/ modifications.	October 18, 2010 - November 17, 2010	School leadership and district staff
			Action Step #2: School-based coaches will support teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) to plan and deliver instruction that meets each benchmark's Cognitive Complexity rating while incorporating appropriate accommodations/ modifications.	November 17, 2010 - June 2011	School-based coaches
			Action Step #3: Teachers will plan and deliver instruction that meets each benchmark's Cognitive Complexity rating while incorporating appropriate accommodations/modifications.	November 17, 2010 - June 2011	School leadership
		The exceptional education staff is not utilized effectively to maximize impact on student achievement.	Strategy: Achievement for students with disabilities will increase when exceptional education staff is utilized effectively to maximize impact on student achievement.	Evidence: The percentage of students with disabilities who show gains on district and state mandated assessments will increase.	
			Action Step #1: District and school leadership will engage in the problem solving model to determine strategies that will effectively and efficiently utilize exceptional education staff to maximize the effect on student achievement.	October 29, 2010 - June 2011	Distinct and school leadership
			Action Step #2: School leadership will implement the developed strategies to effectively and efficiently utilize exceptional education staff to maximize the effect on student achievement.	October 29, 2010 - June 2011	School leadership


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Instructional Review: Other (e.g., behavior, attendance) SIP Action Steps

School's SIP Goals Correlated to Other	Commendations on SIP Problem Solving Process related to Other	Concerns on SIP Problem Solving Process related to Other	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)			
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title, Name)</small>		
<ul style="list-style-type: none"> • The average daily attendance will improve by 2%. • Decrease the 2010-2011 out-of-school suspension rate by 10%. • 100% of our parents/guardians will have at least one (1) parent/teacher conference during the school year. 	<ul style="list-style-type: none"> • Year-to-date Daily Attendance Rate of 96% is currently ahead of the school goal. • Year-to-date out-of-school suspensions are at 6, well below the current school improvement goal. • The school is using the School-wide Information System (SWIS) to record and monitor discipline referral trends. 	Teachers are not utilizing the CHAMPS protocol for effectively dealing with classroom management.	Strategy: Student achievement will increase when teachers effectively utilize the CHAMPS classroom management system with fidelity.	Evidence: School-wide discipline referrals will decrease during each monthly reporting period.			
			Action Step #1: FDLRS will deliver CHAMPS train-the-trainer professional development to the school counselor/CHAMPS coach and school-based administration.	October 29, 2010	FDLRS		
			Action Step #2: School-based administration and the CHAMPS coach will deliver school-wide professional development on the implementation of CHAMPS strategies.	November 3, 2010	FDLRS and School Administration		
			Action Step #3: The CHAMPS coach and administration will collaborate with teachers during their common planning to develop lesson plans that incorporate CHAMPS strategies throughout daily instruction.	November 2010	School-based administration and academic coaches		
			Action Step #4: The CHAMPS coach will work with individual teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing,) to implement CHAMPS strategies throughout daily instruction.	December 2010 - January 2011	School-based academic coaches		
		Action Step #5: Teachers will effectively use the CHAMPS model to manage classroom behavior during daily instruction.	February 2011 - June 2011	School-based administration			
		Teachers are not conducting regularly scheduled data chats with students to identify specific academic/behavior goals and to determine strategies to achieve those goals.			Strategy: Student achievement will increase when students engage in data chats and goal setting with teachers.	Evidence: Increase in student performance on progress monitoring tools and district and state-mandated assessments.	
					Action Step #1: The principal, dean, and school-based coaches will facilitate discussions with teachers during common planning to develop protocols for effective teacher/student data chats and goal setting with all students.	October 29, 2010	School-based leadership team, academic coaches, school counselors and deans
					Action Step #2: The school based leadership team will develop a standard data chat/goal setting protocol to be utilized by all staff.	October 29, 2010	School-based leadership team
					Action Step #3: School-based administration, coaches, and dean will collaborate and deliver whole-school staff development of best practices and rationale for teacher/student data chats.	November 2010	School-based leadership team

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Instructional Review: Other (e.g., behavior, attendance) SIP Action Steps

School's SIP Goals Correlated to Other	Commendations on SIP Problem Solving Process related to Other	Concerns on SIP Problem Solving Process related to Other	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
			Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)
			Action Step #4: School-based administration and coaches will model the established protocol for effective teacher/student data chats and goal setting.	November 2010	School-based leadership team
			Action Step #5: The principal will develop and implement a monitoring process for teacher/student data chats to ensure fidelity of the process.	October 29, 2010	School principal
			Action Step #6: Teachers will conduct teacher/student data chats with all students based on the schedule established by the school administration.	December 2010 - January 2011	School administration
		There is no systematic process to inform stakeholders of the school's progress toward its school improvement goals.	Strategy: Student achievement will increase when there is a systematic process to inform stakeholders of the school's progress toward its school improvement goals.	Evidence: Students will show gains on state and district-mandated progress monitoring tools and summative assessments.	
			Action Step #1: The school-based leadership team will develop a parent information delivery model (e.g., newsletter, website, and SAC/PTA meetings) to highlight school-wide data such as attendance rate, discipline patterns, and achievement results, and action steps to address movement toward school improvement goals.	October 2010 - November 2010	School leadership team
			Action Step #2: The administrative team will implement the stakeholder information delivery model (e.g., newsletters, website and SAC/PTA meetings) to share progress toward school improvement goals.	November 2010	School leadership team
		Many of the disciplinary referrals stem from bus related incidents.	Strategy: Student achievement improves when are in attendance and prepared to engage in the learning process.	Evidence: School-wide discipline referrals will decrease during each monthly reporting period.	
			Action Step #1: District administration will emphasize and reinforce behavior management strategies as an on-going component of the transportation training for district school bus drivers.	November 2010 - June 2011	District Administration
			Action Step #2: All bus drivers will effectively implement behavior management strategies while transporting students.	November 2010 - June 2011	District Administration

Differentiated Accountability Element I Action Plan

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Instructional Review Element I: Classroom Culture and Environment

- Classrooms are inviting to students, clear of clutter, and consistently used as a resource to promote learning.
- Classroom furniture and physical arrangements are conducive to learning and modified as appropriate to learners' exit activity.
- Classrooms utilize a common board configuration that includes a Date, Benchmark, Objective, Agenda, Bell Ringer, and Homework.
- Classrooms display/contain literacy-rich, instructional-based visual aids and resources (e.g., interactive word walls, content posters, process posters, classroom libraries, student produced work, and project displays).
- Interactive word walls are current, organized, and referenced throughout instruction in ways that help students increase their vocabulary acquisition and use of content vocabulary.
- Classrooms display exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).

Commendations on DA Indicators for Element I	Concerns on DA Indicators for Element I	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name)	(Title)
<ul style="list-style-type: none"> • Classroom arrangements are conducive to learning. • Classroom culture is positive and students are well-behaved. • Schedules are followed in the classrooms. • Common board configurations are visible in most classrooms. • Classroom expectations are posted in most classrooms. 	CHAMPS is not being implemented with fidelity.	Strategy: Student achievement will increase when academic and behavioral expectations are clear, communicated, modeled and maintained.	Evidence:		
		Action Step #1: School leadership will collaborate with FDLRS to create and deliver professional development on incorporating CHAMPS into daily instruction.	Month/Day to Month/Day		
		Action Step #2: The CHAMPS coach will support identified teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) on implementing CHAMPS with fidelity during daily instruction.	Month/Day to Month/Day		
		Action Step #3: Teachers will implement CHAMPS with fidelity during daily instruction.	Month/Day to Month/Day		
	Most classrooms do not display exemplary student work to establish quality control expectations for various tasks and assessments.	Strategy: Student achievement will increase when classrooms display exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Evidence:		
		Action Step #1: Grade level teams will create a protocol for selecting exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Month/Day to Month/Day		
		Action Step #2: Teachers will utilize the protocol to identify exemplary student work to establish quality control expectations for various tasks and assessments during grade level meetings.	Month/Day to Month/Day		
		Action Step #3: Teachers will discuss and explain to their students the selected exemplary work providing rationale for selecting and displaying the work as exemplary.	Month/Day to Month/Day		
	Action Step #4: Teachers will display the selected exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem solving steps).	Month/Day to Month/Day			

Differentiated Accountability Element II Action Plan

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Instructional Review Element II: Instructional Tools and Materials

- Curriculum maps for each content area by course and/or grade level include the scope and sequence, pacing/calendaring of content, and suggested science laboratory experiments, mathematics manipulatives, writing prompts, etc. for each unit of study.
- Content materials are available in a variety of formats, are research-based, and are aligned with the standards.
- Adequate content materials and technologies that support student learning are neatly organized, readily available for use, and easily accessible by the teacher and all students (e.g., textbooks, workbooks, journals, novels, manipulatives, measuring instruments, science lab materials, graphing calculators, and computers).
- Culturally and developmentally appropriate materials are utilized to support student learning.
- Supplemental materials offer further breadth and depth to lessons.
- Various learning styles are represented by resource materials (e.g., auditory, visual, kinesthetic).
- Course materials relate to students' lives and highlight ways learning can be applied in real-life situations.
- Teachers have access to projection devices and a range of technology including manipulatives.
- All instructional staff members are provided with training on the use of necessary instructional tools and materials.

Commendations on DA Indicators for Element II	Concerns on DA Indicators for Element II	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title)</small>
<ul style="list-style-type: none"> • Content materials are appropriate to support student learning and are available in a variety of formats. • Many teachers have access to a range of technologies and use them to enhance instruction. 	Teachers are not using materials to connect learning to real-world applications.	Strategy: Student achievement will increase when teachers use materials to connect learning to real-world applications.	Evidence:	
		Action Step #1: School-based coaches will work with teachers during their professional learning communities to design and implement lessons to connect learning to real-world applications.	Month/Day to Month/Day	
		Action Step #2: Teachers will incorporate lessons that connect learning to real-world applications.	Month/Day to Month/Day	
	Science curriculum maps have not been created.	Strategy: Student science achievement will increase when teachers utilize science curriculum maps.	Evidence:	
Action Step #1: The school-based science coach will work with teachers during their professional learning communities to continue the creation of science curriculum maps.		Month/Day to Month/Day		

Differentiated Accountability Element III Action Plan


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Instructional Review Element III: Lesson Planning

- Teachers follow instructional pacing guides that are aligned with the standards.
- Essential Questions are written in student friendly language, posted in the classroom, and referred to during every lesson to build connections between activities and learning.
- Teachers unpack standards to determine the content, knowledge, and abilities expected at each grade level or with a course of study.
- Teachers develop lesson plans using a research-based lesson format that promotes a gradual release of responsibility.
- Teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.
- Teachers use the Test Item Specifications to select examples for use during explicit instruction, modeled instruction, guided practice, independent practice, and lesson assessment for instruction of benchmarks.
- Lesson delivery is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.
- The re-teaching of previously taught material is seamlessly integrated and students are provided opportunities to apply prior knowledge to new content/concepts and to real word context.
- Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through common planning time, the Lesson Study Process, and Professional Learning Communities (PLCs).

Commendations on DA Indicators for Element III	Concerns on DA Indicators for Element III	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Title, Name)	
<ul style="list-style-type: none"> • Essential Questions are posted and utilized by some teachers. • Some teachers are reteaching when appropriate. • Some teachers are using the gradual release model of instruction. 	Few teachers link instruction to the Essential Questions.	Strategy: Student achievement will increase when students understand the link between instruction and the Essential Questions.	Evidence:		
		Action Step #1: School-based coaches will work with individual teachers through the coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to connect instruction to the Essential Questions.	Month/Day to Month/Day		
		Action Step #2: Teachers will connect instruction to the Essential Questions.	Month/Day to Month/Day		
	Some instruction does not reflect that teachers are unpacking standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study.		Strategy: Student achievement will increase when teachers unpack standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to enhance instruction.	Evidence:	
			Action Step #1: District staff and school-based coaches will collaborate to conduct professional development on unpacking the standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to enhance instruction.	Month/Day to Month/Day	
			Action Step #2: School-based coaches will collaborate with teachers during common planning to facilitate unpacking the standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to enhance instruction.	Month/Day to Month/Day	
			Action Step #3: School-based coaches will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, debriefing) to unpack standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to enhance instruction.	Month/Day to Month/Day	

Differentiated Accountability Element III Action Plan

Florida Department of Education 	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
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Instructional Review Element III: Lesson Planning

		Action Step #4: Teachers will unpack standards to determine the content, knowledge, and abilities necessary to master grade level standards for each course of study to enhance instruction.	Month/Day to Month/Day	
	Few teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Strategy: Student achievement increases when students are exposed to lessons that follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Evidence:	
		Action Step #1: School-based coaches will collaborate with district staff to provide professional development for teachers on an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day	
		Action Step #2: School-based coaches will work with teachers through their professional learning communities to develop lessons that incorporate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, debriefing) for the implementation of an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment through the coaching cycle.	Month/Day to Month/Day	
		Action Step #4: Teachers will implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Month/Day to Month/Day	

Differentiated Accountability Element IV Action Plan

	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
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Instructional Review Element IV: Questioning

- Questioning strategies are designed to promote critical, independent, and creative thinking.
- Questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, and to make decisions.
- Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content.
- Teachers model higher order thinking skills using "think-a-louds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.
- Scaffolding, pacing, prompting, and probing techniques are used when asking questions.
- Teachers use adequate "wait time" between asking questions and eliciting student responses.
- Students understand the purpose of a lesson or a lab and are able to explain what they are learning and how it relates to real world and/or current events relevant to students' gender, ethnicity, age, culture, etc.
- Students engage in "accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.
- Students use content vocabulary from the interactive word wall during classroom discourse.
- Students use a variety of methods (i.e., verbal, visual, numerical, algebraic, and graphical) to represent and communicate their ideas and/or procedures.
- Teachers provide students opportunities to contribute to class discussion and elaborate upon their own ideas.

Commendations on DA Indicators for Element IV	Concerns on DA Indicators for Element IV	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) (Title)
<ul style="list-style-type: none"> • Teachers are providing students opportunities to contribute during instruction. • Students use a variety of methods to communicate ideas. • Students are verbally using the problem-solving model in small groups. • Some students understand the purpose of a lesson and can explain what they are learning and why. • Students are beginning to explain their thoughts and elaborate on their own ideas. 	There is minimal evidence of teachers modeling and using higher order questioning techniques (e.g., think-a-loud and "wait time") to promote critical, independent, and creative thinking.	Strategy: Student achievement will increase when teachers effectively incorporate higher-order questioning techniques into daily instruction to promote critical, independent, and creative thinking.	Evidence:	
		Action Step #1: District staff and school-based coaches will work with teachers during common planning to reinforce recently delivered professional development on the use of higher order questioning techniques, to include such things as appropriate "wait time" and modeling think-a-louds, into lesson plans and daily instruction.	Month/Day to Month/Day	
		Action Step #2: District staff and school-based coaches will utilize the intensive coaching model with teachers (e.g., lesson planning, modeling, co-teaching, observing and debriefing) to include questioning techniques, such as use of "wait time" and think-a-louds, to promote critical, independent, and creative thinking in lesson plans and as part of daily instruction.	Month/Day to Month/Day	
		Action Step #3: Teachers will effectively incorporate higher order questioning techniques and strategies into their lesson plans and daily instruction to promote critical, independent, and creative thinking.	Month/Day to Month/Day	

Differentiated Accountability Element V Action Plan

 Florida Department of Education	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
Instructional Review Element V: Student Engagement		

- Teachers employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.
- Units of study are introduced with a hook to engage students in connections relevant to students' interests, culture, age, gender, etc.
- Students fully participate in the learning process by asking and answering questions, attempting new approaches, making mistakes, and asking for assistance.
- Students interact with other students and teachers concerning their tasks and assessments aligned with the standards.
- Students participate in hands-on activities that include the use of appropriate content materials and technologies.
- Teachers conduct inquiry based activities, demonstrations, and/or lab experiments on a regular and consistent basis.
- Students are comfortable taking part in peer-to-peer interaction while working in pairs, triads, and quads.
- Teachers incorporate collaborative structures (e.g., think-pair-share) during guided practice.
- Students take part in cooperative projects where each student's knowledge is needed by others in the group to complete the task.
- Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.
- Teachers make adjustments in instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson.

Commendations on DA Indicators for Element V	Concerns on DA Indicators for Element V	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title)</small>
<ul style="list-style-type: none"> • Some teachers are using a variety of learning strategies. • Some students are engaged in the learning process. • Science students are engaged in inquiry-based activities. • Some mathematics students are actively engaged. • Some teachers are incorporating guided practice. 	Most students are not actively, or authentically engaged in the learning process.	Strategy: Student achievement will increase when students are actively and authentically engaged in the learning process.	Evidence:	
		Action Step #1: The school leadership team will collaborate with the school-based coaches to create and provide professional development on the incorporation of strategies to actively and authentically engage students during daily instruction.	Month/Day to Month/Day	
		Action Step #2: The school-based coaches will support teachers through the coaching model (co-planning, modeling, co-teaching, observing, and debriefing) on the incorporation of strategies to actively and authentically engage students during daily instruction.	Month/Day to Month/Day	
		Action Step #3: Teachers will incorporate strategies to actively and authentically engage students during daily instruction.	Month/Day to Month/Day	

Differentiated Accountability Element VI Action Plan

 Florida Department of Education	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
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Instructional Review Element VI: Rigorous Tasks and Assessments

- Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (i.e., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning).
- Tasks and assessments meet each benchmark's Cognitive Complexity rating (i.e., low, moderate, or high).
- Students are provided with specific expectations as to how class assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.
- Teachers hold students accountable for and give appropriate feedback on class work and homework.
- Frequent informal and formal assessments are used to monitor individual student progress, including progress toward mastery of the standards and to make instructional changes, if needed.
- Teachers incorporate "Checks for Understanding" throughout a lesson (e.g., fist or five, thumbs up/down/middle, white board responses, and student accountable talk) to ensure students are obtaining the knowledge and skills to answer the Essential Question by the end of class with a final Check for Understanding (e.g., exit ticket, journal response, and board races).
- Teachers make adjustments in instructional techniques for all students in the classroom based on student responses to "Checks for Understanding" throughout a lesson.
- Scoring rubrics are generated, utilized, and shared with students to establish detailed expectations on lessons, assignments, essays, and projects.
- Teachers use formative assessments to monitor students' mastery of skills and strategies and to pace students' learning.
- Teachers use summative assessments to monitor students' retention and reinforcement of skills and strategies following instruction.
- Teachers maintain accurate, complete and updated documentation, (e.g., data binders), of student data for all assessments as well as observational and anecdotal records in the course of monitoring students' development.
- Teachers employ performance-based assessments that require students to demonstrate skills and competencies that realistically represent problems and situations likely to be encountered in daily life, then judge the quality of the student's work based on an agreed-upon set of criteria.
- Student portfolios are maintained and used as an ongoing measure of student progress and may include student work, reports, reflections, self-assessments, and even peer-teacher assessments.
- Diagnostic assessments are used for the students not demonstrating progress in core content instruction.
- Teachers have a direct real-time access to student achievement data and collaboration in order to implement instructional changes based on the data.

Commendations on DA Indicators for Element VI	Concerns on DA Indicators for Element VI	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) (Title,
<ul style="list-style-type: none"> • Some teachers are making adjustments to instruction based on "Checks for Understanding." • Some teachers are using rubrics to assess student work. • Teachers have a direct real-time access to student achievement data. • In some classes, student work is displayed. • In some classes, tasks follow an appropriate progression of rigor. 	In many classes, tasks do not follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels.	Strategy: Student achievement improves when teachers include tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	Evidence:	
		Action Step #1: The District Reading Specialist will collaborate with school-based academic coaches to facilitate lesson planning during common planning time to develop lessons that include tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	Month/Day to Month/Day	
		Action Step #2: School-based academic coaches will support individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to implement tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	Month/Day to Month/Day	
		Action Step #3: Teachers will incorporate tasks that follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge levels as part of daily instruction.	Month/Day to Month/Day	
	In some classes, teachers are not incorporating "Checks for Understanding" throughout the lesson.	Strategy: Student achievement improves when teachers include "Checks for Understanding" and make adjustments to instruction to meet individual student needs.	Evidence:	
		Action Step #1: The District Reading Specialist will collaborate with school-based academic coaches to create and facilitate professional development to provide teachers with appropriate strategies to incorporate "Checks for Understanding" throughout instruction.	Month/Day to Month/Day	

Differentiated Accountability Element VI Action Plan

Florida Department of Education



School: Central Hamilton Elementary

District: Hamilton County

Region: Region II

Grade Levels: K - 6

Content Area(s):

Instructional Review Date: October 14-15, 2010

Instructional Review Element VI: Rigorous Tasks and Assessments

		Action Step #2: The District Reading Specialist will collaborate with school-based academic coaches to facilitate lesson planning during common planning to develop lessons that include "Checks for Understanding" throughout instruction.	Month/Day to Month/Day	
		Action Step #3: School-based academic coaches will support individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to implement "Checks for Understanding" throughout instruction and make adjustments to instruction to meet individual student needs.	Month/Day to Month/Day	
		Action Step #4: Teachers will implement "Checks for Understanding" throughout instruction and make adjustments to instruction to meet individual student needs.	Month/Day to Month/Day	
		In some classes, students are not provided with specific expectations and/or scoring rubrics as to how class assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.	Strategy: Student achievement will improve when teachers provide specific expectations and/or scoring rubrics as to how class assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.	Evidence:
		Action Step #1: During common planning time school-based academic coaches will facilitate the development of common assignments that include clear expectations and/or scoring rubrics as to how assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.	Month/Day to Month/Day	
		Action Step #2: Teachers will provide students with common assignments that include clear expectations and/or scoring rubrics as to how assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.	Month/Day to Month/Day	

Differentiated Accountability Element VII Action Plan

	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
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Instructional Review Element VII: Differentiated Instruction

- Student performance and assessment data is analyzed and used as a basis for providing specific levels of differentiated instruction.
- Teachers meet with administration and/or instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students.
- Teachers vary the levels of abstractness and complexity as appropriate for students at different levels of readiness through modifications, accommodations, and extensions of content and instructional tools and materials.
- Based on individual student needs, students are actively engaged in varied partner, triad, quad, and/or small group activities that reinforce or enhance skills on previously taught content.
- During individual or group activities, teachers simultaneously provide intensive, maintenance and enrichment instruction to rotating groups of students, or to individual students based on individual needs indicated by data reports.
- Based on the various learning styles, interests and abilities of individual students, teachers employ unit menus (i.e., an array of project choices) leveled tasks (i.e., a series of tasks at a consistent cognitive level), and/or tiered learning activities (i.e., a series of related tasks of varying complexity) as alternative ways of mastering the same benchmark.
- Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and/or extend learning.
- School administrators and teachers target interventions for individual students in AYP subgroups based upon data analysis.

Commendations on DA Indicators for Element VII	Concerns on DA Indicators for Element VII	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name) <small>(Title)</small>
<ul style="list-style-type: none"> • Forty percent of faculty are currently participating in a 30 hour professional development module on differentiated math instruction. • Learning centers are used during daily instruction to reinforce standards. • Primary teachers simultaneously provide intensive, maintenance, and enrichment to rotating groups of students as part of daily reading instruction. • Accommodations for ESE students are implemented in the regular classroom. • In some classrooms, data is being used to drive instruction. 	There is limited evidence of differentiated instruction that includes varying levels of abstractness and complexity based on an analysis of student data.	Strategy: Student achievement will increase when teachers differentiate instruction that includes varying levels of abstractness and complexity based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Evidence:	
		Action Step #1: School-based coaches will collaborate with district staff and North East Florida Educational Consortium (NEFEC) to identify or design professional development on differentiating instruction that includes varying levels of abstractness and complexity based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	
		Action Step #2: School-based coaches and district staff will meet with teachers during common planning to deliver professional development on differentiating instruction that includes varying levels of abstractness and complexity based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to differentiate instruction that includes varying levels of abstractness and complexity based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	
		Action Step #4: Teachers will use effective differentiation strategies that include varying levels of abstractness and complexity based on an analysis of student assessment data, interests, learning styles, and individual abilities.	Month/Day to Month/Day	

Differentiated Accountability Element VIII Action Plan

	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
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Instructional Review Element VIII: Cross Content Reading and Writing Instruction

- All teachers participate in ongoing professional development to increase knowledge and application of research-based reading strategies (e.g., concept mapping, forming mental images, K-W-L chart, and series of event chain) in all content area lessons.
- Teachers provide the scaffolding and support across content areas (i.e., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.
- Teachers incorporate vocabulary acquisition strategies (e.g., picture notes, word mapping, interactive word walls, column notes, and context clues) into their lessons before, during, and after reading content materials.
- To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing words, high frequency words across multiple domains, multi-faceted meanings, and shades of meaning).
- Teachers use non-fiction reading materials that support student learning and ensure materials are readily available and easily accessible by all students.
- Students write science lab reports and/or maintain lab journals that include the components of the scientific method.
- Word problems are incorporated into every mathematics lesson and all homework sets.
- Teachers incorporate FCAT short response and extended response items in lessons, homework, and assessment to apply scientific and mathematical thinking and skills.
- Students follow a common writing process to produce essays and compositions including prewriting/planning, writing/drafting, revising, editing/proofreading and publishing.

Commendations on DA Indicators for Element VIII	Concerns on DA Indicators for Element VIII	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)		
		Action Steps (to implement Strategies)	Timeline (Introduced to Completed)	Person Responsible (Name)	(Title)
<ul style="list-style-type: none"> • Some teachers are incorporating short responses. • Some mathematics teachers are utilizing word problems as part of instruction. • Some teachers are providing explicit reading and writing instruction. • Students are recording observations in science journals. 	Vocabulary acquisition strategy instruction is not evident in most lessons.	Strategy: Student achievement improves when teachers provide students with effective vocabulary acquisition strategy instruction as part of daily lessons.	Evidence:		
		Action Step #1: Professional development will be provided to faculty to implement vocabulary acquisition strategy instruction as part of daily lessons.	Month/Day to Month/Day		
		Action Step #2: During common planning, the school-based academic coaches will facilitate the development of daily lessons that include vocabulary acquisition strategy instruction.	Month/Day to Month/Day		
		Action Step #3: The school-based academic coaches will support individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to incorporate vocabulary acquisition strategy instruction as part of daily lessons.	Month/Day to Month/Day		
		Action Step #4: Teachers will incorporate vocabulary acquisition strategy instruction as part of daily lessons.	Month/Day to Month/Day		
	Opportunities for writing are not evident in most classrooms.	Strategy: Student achievement improves when teachers provide students opportunities to consistently engage in academic writing.	Evidence:		
		Action Step #1: The District Reading Specialist will collaborate with the school-based Reading Coach and a model teacher to create and facilitate professional development during common planning to incorporate appropriate academic writing opportunities as part of regular instruction.	Month/Day to Month/Day		
		Action Step #2: The school-based Reading Coach will support individual teachers through the intensive coaching model (i.e., co-planning, modeling, co-teaching, observing, and debriefing) to incorporate appropriate academic writing opportunities as part of regular instruction.	Month/Day to Month/Day		
		Action Step #3: Teachers will incorporate appropriate academic writing opportunities as part of regular instruction.	Month/Day to Month/Day		

Differentiated Accountability Element IX Action Plan

	School: Central Hamilton Elementary District: Hamilton County Region: Region II	Grade Levels: K - 6 Content Area(s): Instructional Review Date: October 14-15, 2010
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Instructional Review Element IX: Florida's Continuous Improvement Model (FCIM)

- Teachers use Florida's Assessment for Instruction in Reading (FAIR) to drive FCIM for reading.
- Reading teachers use the FAIR Broad Screen/Progress Monitoring Tool (BS/PMT) three times a year to identify content cluster areas for comprehension in need of additional time and focus and predict student's FCAT Success Probability (FSP).
- Reading teachers review universal screening data following each FAIR BS/PMT of Reading Comprehension (RC) to identify students in need of intervention/differentiated instruction.
- Reading teachers use Targeted Diagnostic Inventory (TDI) results of Maze and Word Analysis (WA) to help identify the underlying reasons for reading comprehension problems and assist in intervention planning for students with FSPs below 85%.
- Every 20 days, all students receiving reading intervention complete Ongoing Progress Monitoring (OPM) of Reading Comprehension (RC), Maze, and Florida Oral Reading Fluency (F-ORF).
- Reading teachers access student data on the Progress Monitoring Resource Network (PMRN) to compare students' rate of progress to rate of progress required to close the current gap to determine if reading intervention plans are effective.
- Reading teachers examine rate of progress for all disaggregated groups and modify interventions for groups not meeting rate of expected progress to close gaps.
- Benchmark assessments in reading, mathematics, and science are disaggregated to focus instruction on student weaknesses in each benchmark's content foci (i.e., specific skill) listed in the Content Focus Reports.
- Mathematics and science FCIM calendars, mini-lessons, and mini-assessments are developed within PLCs and aligned with each benchmarks' level of cognitive complexity, sample item design features, and stimulus and response attributes, as well as the grade-specifications content limits detailed in the Test Item Specifications.
- FCIM mini-lessons instruction is explicit and delivered by all teachers on a daily basis.
- Teachers analyze data from ongoing assessments (i.e., baseline, monthly, mini, and mid-year) to determine student levels of deficiency and proficiency on annually assessed benchmarks for all subject areas.
- FCIM mini-assessment data is analyzed during PLCs and used to redirect the instructional focus based on student achievement.
- Based on FCIM mini-assessment results, students are provided tutorial and enrichment opportunities.
- FCIM maintenance strategies are developed within PLCs and are a part of daily instruction and school wide systems.
- School leadership monitors the fidelity and evaluates the effectiveness of the FCIM mathematics and science processes including FAIR for reading through classroom walkthroughs and regular meetings with grade levels and/or the department teams.
- Data chats occur regularly between district personnel and principal, principal and teacher, and teacher and student.

Commendations on DA Indicators for Element IX	Concerns on DA Indicators for Element IX	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline <small>Completed</small>	Person Responsible <small>(Title, Name)</small>
<ul style="list-style-type: none"> • Data chats are occurring regularly between principal and teachers. • Some teachers are using FAIR data to group students in need of interventions. • Teachers have access to data for reading, mathematics, and science. 	Teachers are not using the FCIM process with fidelity.	Strategy: Student achievement will increase when teachers utilize focus lessons and implement the FCIM process with fidelity.	Evidence:	
		Action Step #1: The district will collaborate with the school-based leadership team to develop a FCIM staff development and a plan for the development of focus lesson plans as part of the FCIM process.	Month/Day to Month/Day	
		Action Step #2: The district and school based leadership will provide whole school professional development.	Month/Day to Month/Day	
		Action Step #3: The district curricular staff will collaborate with the school-based leadership team to create a plan to develop and monitor a schedule for delivery of focus lesson plans.	Month/Day to Month/Day	
		Action Step #4: School-based academic coaches will support teachers in the implementation of daily FCIM instructional focus lessons through co-planning, modeling, co-teaching, observing, and debriefing.	Month/Day to Month/Day	
		Action Step #5: Teachers will utilize FCIM focus lessons daily.	Month/Day to Month/Day	

Differentiated Accountability Element X Action Plan



School: Central Hamilton Elementary
District: Hamilton County
Region: Region II

Grade Levels: K - 6
Content Area(s):
Instructional Review Date: October 14-15, 2010

Instructional Review Element X: School and District Leadership

- School and district leadership systematically collect and analyze multiple types of data to guide a range of decisions to improve instruction and increase student achievement.
- District leadership trains school leadership and staff on performance appraisal instruments and the performance appraisal process is implemented with fidelity by school administration.
- School and district leadership participate in a comprehensive instructional monitoring process that collects observational data on the fidelity of programs, policies, and procedures in the classroom.
- School and district leadership teams are visible in the classroom and serve as instructional leaders by offering and coordinating professional development to address instructional needs/concerns through data analysis and instructional walkthroughs.
- School and district leadership provide teachers with guidance and modeling in the classroom designed to improve instruction while adhering to all steps of the coaching cycle.
- School and district leadership allocates resources fairly, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.
- School and district leadership monitors the implementation of the School Improvement Plan with fidelity.
- School Advisory Council (SAC) receives quarterly updates on the implementation of the School Improvement Plans and makes necessary revisions.
- School's master schedule shows opportunity for common planning periods amongst instructional staff to promote Lesson Study, PLCs, and data chats.
- School leadership establishes a system for shared instructional leadership to formalize roles and responsibilities for the Principal, Assistant Principal(s), Instructional Coaches, Department Heads, Grade Level Lead Teachers, etc.
- School and district leadership align the coach's activities with the SIP and monitor the coach's impact using unannounced classroom walk through, looking for evidence of improvement.
- Instructional coaching responsibilities are clearly delineated from other administrative activities.

Commendations on DA Indicators for Element X	Concerns on DA Indicators for Element X	Strategies (to address Concerns)	Evidence of Implementation (to document Progress)	
		Action Steps (to implement Strategies)	Timeline <small>Completed</small>	Person Responsible <small>(Title, Name)</small>
<ul style="list-style-type: none"> • Teachers have common planning. • Data chats are occurring between the principal and teachers. • Teachers feel they are supported with staff development opportunities. 	Teachers are not conducting regularly scheduled individual data and goal setting chats with students.	Strategy: Student achievement will increase when teachers and students engage in individual data chats and goal setting.	Evidence:	
		Action Step #1: The principal will collaborate with the district to develop a protocol for data chats and goal setting and implement a monitoring process for teacher/student data chats to ensure fidelity of the process.	Month/Day to Month/Day	
		Action Step #2: The district, school leadership, and school-based coaches will deliver a staff development of best practices for teacher/student data chats during common planning.	Month/Day to Month/Day	
		Action Step #3: School-based coaches will support teachers by modeling the established protocol for effective teacher/student data chats and goal setting.	Month/Day to Month/Day	
		Action Step #4: Teachers will conduct teacher/student data chats based on the schedule established by the school administration.	Month/Day to Month/Day	
	Teacher morale is low as a result of the school grade.	Strategy: Classroom instruction will improve when teacher morale is high.	Evidence:	
		Action Step #1: The school-based leadership team will collaborate with district staff to develop a plan to address morale issues at the school.	Month/Day to Month/Day	
		Action Step #2: The school-based leadership will implement the plan developed to address morale.	Month/Day to Month/Day	