Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

<mark>1/10/13</mark>

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name:	District Name:
E.E. Just	Hillsborough
Principal:	Superintendent:
Carolyn P. Hill	MaryEllen Elia
SAC Chair:	Date of School Board Approval:
Harrietta Willis	

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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<u>High School Feedback Report</u>
K-12 Comprehensive Research Based Reading Plan
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Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Certification(s)	Current School	Administrator	25%), and AMO progress along with the associated school year)

Principal	Carolyn P. Hill	M.S.	4	27	Just 11/12 C
F	Curoryn I . Inn	B.S.		<u> </u>	
		Principal all levels			FCAT Reading 28% (3+)
		Ed Leadership			
		Elem Ed K-6			69 Reading Gain points
		ESOL			
					68 Reading Bottom Quartile points
					FCAT 36% Math (3+)
					75 points math learning gain points
					71 points bottom quartile gain points
					/ i points obtoin quartile gain points
					Just 10/11 C
					700/ AVD
					79% AYP
					Just 09/10 F
					74% AYP

Assistant	Kathy Ward	B.S.	3	8	Just 11/12 C
Principal		Elementary Ed 1-6			FCAT Reading 28% (3+)
		M.S.			69 Reading Gain points
		Ed Leadership			68 Reading Bottom Quartile points
		ESOL Endorsement			
					FCAT 36% Math (3+)
					75 points math learning gain points
					71 points bottom quartile gain points
					Just 10/11 C
					79 % AYP
					Sulphur Springs 09/10 C
					79% AYP
					Sulphur Springs 08/09 B
					100% AYP

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
Reading	Sheronda Dockery	B.S.	1	6	James 11/12 C
Coach K-2					
		Elem. Ed (K-6)			58%Reading Gain points
					60% Reading Bottom Quartile points
Destine	I 4 1 - D 1 - 11	DC	1	1	N/A
Reading Resource K-2	Latasha Randall	B.S.	1	I	N/A
Resource K-2					
		Elem. Ed (1-6)			
		ESOL			
Reading	Bernadette London	Prim. Ed (Age 3- 3 rd)	1	2	James 11/12 C
Coach 3-5	Demadette London	Filli. Eu (Age 5- 5 ^{.4})	1	2	James 11/12 C
Coacii 5-5		ESE(V, 12)			500/Deading Cain paints
		ESE (K-12)			58%Reading Gain points
		ESOL			60% Reading Bottom Quartile points
					0070 Reading Bottom Quartice points
					1

Reading	Brooke Quinlan	B.S.	3	3	Just 11/12 C
Resource 3-5					
		M.S.			FCAT Reading 28% (3+)
		Elem. Ed (K-6)			69 Reading Gain points
					68 Reading Bottom Quartile points
					Just 10/11 C FCAT 42% Reading (3+) 56% Reading Gains 53% Reading bottom quartile gains 79% AYP
					Clair Mel 09/10 C
					FCAT 45% Reading (3+)
					54% Reading Gains
					68% Reading Gains Bottom Quartile
					Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP

Language Arts 3-5	Shelly Gray	B.S.	3	4	Just 11/12 C
Alts 5-5		Elem. Ed (1-6)			FCAT 85% Writing (4.0)
		ESOL			
					Just 10/11 C FCAT 96% Writing (4.0) 79% AYP
					James 09/10 C FCAT 80% Writing (3.5) This school did make AYP

Mathematics	Angelina Ferlita-	B.S.	5	4	Just 11/12 C
Coach	Spencer				
		M.S.			FCAT 36% Math (3+)
3-5		Elem Ed (K-6)			
		ESE (K-12)			75 points math learning gain points
		MH (K-12)			
					71 points bottom quartile gain points
					Just 10/11 C
					FCAT 50% Math (3+)
					59% Math Gains
					71% Math bottom quartile gains
					79% AYP
					Just 09/10 F
					FCAT 44% Math (3+)
					57% Math Gains
					66% Math bottom quartile gains
					Black, Students With Disabilities and Economically
					Disadvantaged did not make AYP

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	

4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. School-based teacher recognition system	Principal	ongoing	
7. Opportunities for teacher leadership	Principal	ongoing	
8. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Teachers	Depending on the needs of the teacher, one or more of the following strategies are implemented.				
• 3 out of field	<u>Administrators</u>				
	Meet with the teachers four times per year to discuss progress on:				
	• Preparing and taking the certification exam				
	• Completing classes need for certification				
	• Provide substitute coverage for the teachers to observe other teachers				
	• Discussion of what teachers learned during the observation(s)				
	Academic Coach				
	• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis				
	Subject Area Leader/PLC				
	• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.				

C3Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Те	Те	Те	Те	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Во	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Те	1-5	6-	15+	th	ied	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Те	rtif	u
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Теа
tio		Exp	rs of	Exp	ced	her	ers	Te	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	5
ff			nce		es			S	
60	2	19	27	12	23	90	3	2	33
	%	%	%	%	%	%	%	%	%

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor	Mentee	Rationale for	Planned	
Name	Assigned	Pairing	Mentoring	
	0		Activities	

Donna Durrance	Tiffany Adames	The district- based mentor is with the EET	Weekly visits to include modeling, co-
		initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant
The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary
Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language
Learners. Title X- Homeless
The X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to
eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
N/A
NA Nutrition Programs
N/A
Hillsborough 2012 Rule 6A-1.099811
Revised July, 2012 13

Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
N/A
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Other
N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Carolyn P. Hill, Principal (Standing Member) Kathy Ward, Assistant Principal (Standing Member) Amy Patenaude, Psychologist (Standing Member) Carolyn Dehart, School Counselor (Standing Member) Eric Felder, Administrative Resource Teacher (Standing Member) Donald Cook, School Social Worker (Ad-Hoc Member) Amy Rowe, KG team facilitator (Ad-Hoc Member) Ollie Williams, Grade 1 team facilitator (Ad-Hoc Member) David Thompson, Grade 2 team facilitator (Ad-Hoc Member) Angie Snow, Grade 3 team facilitator (Ad-Hoc Member) Jessica Berry, Grade 4 team facilitator (Ad-Hoc Member) Cassandra Robinson, Grade 5 team facilitator (Ad-Hoc Member) Amy Watkins-Price ESE specialist (Ad-Hoc Member) Elizabeth Cruz ,Speech-Language Pathologist (Ad-Hoc Member) Lisandra Molina, ELL Resource Teacher (Ad-Hoc Member) Michelle Risdon, AIS (Ad-Hoc Member) Kim Warren, AIS (Ad-Hoc Member)

Sheronda Dockery, Primary Reading Coach (Standing Member) Brooke Quinlan, Intermediate Reading Resource (Standing Member) Bernadette London, Intermediate Reading Coach (Ad-Hoc Member) Latasha Randall, Primary Reading Resource (Ad-Hoc Member) Chandra Bowden, Science Resource (Ad-Hoc Member) Angelina Ferlita-Spencer, Math Resource (Ad-Hoc Member) Shelly Gray, Intermediate Writing Resource (Standing Member) Brandie McNeal, Tech Specialist (Standing Member) Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (social-emotional development, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. Members of the PSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group push-in/ pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Saturday Academies
 - Intensive Reading and Math classes
 - Extended Homeroom once a week
 - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/ integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-11 school year and during preplanning for the 2011-12 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.	
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/ consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.	
		nenting the proposed strategies by assigning PSLT memeriodically report on their efforts and student outcomes MTSS Implementation	

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data Source	Database	Person (s) Responsible	
FCAT released test	School Generated Excel Database	Reading Coaches, Reading Resource, Math Resource, Science Resource, Writing Resource ,APC	
Baseline and Midyear District Assessments	PLC notebooks Teacher data notebooks Data Wall	PSLT, PLCs, Team facilitators, Individual teachers	
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall PLC notebooks Teacher data notebooks	PSLT, PLCs, individual teachers	
Program Generated Assessments	Software Teacher data notebooks	Individual teachers	
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator	

CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* <i>(see below)</i> of chapter and instructional cycle tests using	PLC notebooks	PLC Facilitators, Individual teachers, PSLT
adopted curriculum resources	Teacher data notebooks	
Nine Week Assessments	PLC notebooks	PLC Facilitators, Individual teachers, PSLT
	Subject Area Generated	
	Teacher data notebooks	
Progress monitoring Assessments	PLC notebooks	PLC Facilitators, Individual teachers, PSLT
	Subject Area Generated	
	Teacher data notebooks	
Mini-Assessments on specific tested Benchmarks	PLC notebooks	PLC Facilitators, Individual teachers
	Subject Area Generated	
	Teacher data notebooks	

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
Ongoing assessments within Intensive remediation (Running record with miscue analysis, I-station, FAIR, HERA, Easy CBM)	Curriculum/School Generated Database	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Carolyn P. Hill, Principal (Standing Member) Kathy Ward, Assistant Principal (Standing Member) Eric Felder, Administrative Resource Teacher (Ad-Hoc Member) Sheronda Dockery, Intermediate Reading Coach (Standing Member) Brooke Quinlan, Intermediate Reading Resource (Standing Member) Bernadette London, Primary Reading Coach (Standing Member) Latasha Randall, Primary Reading Resource (Standing Member) Shelly Gray, Intermediate Writing Resource (Standing Member) Amy Rowe, KG team facilitator (Ad-Hoc Member) Ollie Williams, Grade 1 team facilitator (Ad-Hoc Member) David Thompson, Grade 2 team facilitator (Ad-Hoc Member) Angie Snow, Grade 3 team facilitator (Ad-Hoc Member) Jessica Berry, Grade 4 team facilitator (Ad-Hoc Member) Cassandra Robinson, Grade 5 team facilitator (Ad-Hoc Member) Bonnie Shellman, Media Specialist (Ad-Hoc Member) Amy Watkins-Price ESE specialist(Ad-Hoc Member) Elizabeth Cruz, Speech-Language Pathologist (Ad-Hoc Member)

Lisand	ra Molina, ELL Resource Teacher (Ad-Hoc Member)
Miche	le Risdon, AIS (Standing Member)
Kim W	Varren, AIS (Standing Member)
Chand	ra Bowden, Science Resource (Ad-Hoc Member)
Descri	be how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LI	T meets biweekly with the standing members. The minutes are posted on the Reading Icon on our schools internal system. The agenda is created as a
	and is based on school needs. We follow the Problem Solving model. We ensure data is collected and analyzed in a timely manner. We notify all internal
	olders of the instructional objectives created by the grade level PLC. We monitor and implement the action steps on the SIP.
	vill be the major initiatives of the LLT this year?
•	Implementation and evaluation of the SIP reading goals/strategies across the content areas
	Imprementation and evaluation of the SH Teaching Bound, bit and glob all obs the content areas
•	Professional Development
•	Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
•	Data analysis (on-going)
•	Implementation of the K-12 Reading Plan

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification
- Notification of School in Need of Improvement (SINI) Status Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.
- **Public School Choice with Transportation (CWT) Notification** Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

Use the following statement as a base for your text, making changes/additions where needed. Make sure the text reflects what you are doing in your school.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time

*Grades 6-12 Only Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-			
	Solving			

	Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in		G	r 1 1. m			
reading (Level 3-5).		Strategy:	Leadership Team	Each 9 weeks data will be		
	in consistent use	Daily use of suided	will complete SIP Walkthroughs	compiled to deter mine the		
	of guided reading	Daily use of guided reading across all	waikthroughs	effectiveness of strategy. Categories for document include		
	of guided reading	grade levels.		Evident, Somewhat, Evident,	- FAIR On-going	
		grade levels.		Not Evident and Not Observed	Progress Monitoring in	
				i tot Evident und i tot observed	comprehension	
					- omprononsion	
		Action Steps:			-DRA 2	
		a. Create				
		master				
		schedules			-Integrated Common	
		that			Assessment given quarterly	
		provide time for				
		guided				
		reading				
		groups.				
		0				
		b. Ongoing				
		Coaching			- Running Record with	
		on creating			miscue analysis.	
		and				
		implement				
		ing guided				
		reading				
		groups.				
		c. SIP plan				
		to be				
		reviewed				
		at each				
		Reading				
		PLC.				
		d. Teacher, Coaches				
		and				
		Resource				
		will				
		disaggreg				
		ate data to				
		determine				
		Guided				
		Reading				
		Groups				
		and their				

		needs			
<u> </u>	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
achieving proficiency in reading (2013 FCAT Level 3 or above) will increase from 28% to 35%					
	28%	35%			
	(53)	(65)			

rigor	additional 1.2. <u>Strategy:</u> needed in core	1.2.	1.2.	1.2.	
	rich texts with text-	See 1.1	See 1.1	See 1.1	
	Action Steps: a. Common/				
	Individual planning to create lessons using				
	 b. complex texts. c. Icon on IDEAS that include 				
	lists of rich texts d. Modeling lessons using				
	e. Review text- dependent questions during PLCs.				

[]		1.3inconsistent	1.3. Strategy:	1.3.	1.3.	1.3.	
		opportunities for differentiated student practice during instruction	Students will be provided with opportunities for			See 1.1.	
			 Action Steps:				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1.	2.1.	2.1.	2.1.		
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See 1.3	See 1.3	See 1.3	See 1.3	See 1.3		
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Students achieving above proficiency							
on the 2013 FCAT (levels 4 or 5) in reading will							
increase from 11% to 16%.		160/					
	11%	16%					
	(20)	(29)					
			2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	Anticipated Barrier	Strategy	Fidelity	Strategy Data Check	Student Evaluation Tool		
improvement for the following group:							
		3.1.	3.1.	3.1.	3.1.		
students making Learning							
Gains in reading.							
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See 1.3	See 1.3	See 1.3	See 1.3	See 1.3		

Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 69 points to 75 points.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
		75 points					
	A	3.2.	3.2.	3.2.	3.2.	3.2.	
						3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.		4.1.	
		See 1.1	See 1.1	See 1.1	See 1.1	
	See 1.1	See 1.2	See 1.2	See 1.2	See 1.2	
	See 1.2	See 1.3	See 1.3	See 1.3	See 1.3	
	See 1.3	1.4 <u>Strategy</u>				
		Students in the	1.4	1.4.	1.4.	
		instruction from	Administration will review Tier 2 attendance froms regularly District	After each assessment data will be compiled on the effectiveness of the intervention	Easy CBM	
		Action Step: a. Follow weekly schedule to ensure all students are being seen.				

Reading Goal #4:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
	r errormanee.						
Deinte comed from students							
Pointe earned from students							
in the bottom quartile							
making loorning going on							
making learning gains on							
the 2013 FCAT Reading							
will increase from 68 points							
will increase from 00 points							
to 72 points.							
-							
	68	72					
	00	12					
		points					
		μυπιδ					
	points	r -					
	pomes						
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	Sumogy	Theoney Check	Shutogy Dum Chock	Statent Evaluation 1001		
to "Cuiding Quanting?" 11 410	Damer						
to "Guiding Questions", identify							
and define areas in need of							
improvement for the following							
subgroup:							

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
Reading Goal #5:						

5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black,						
Hispanic, Asian, American	White:		See 1.1			
Indian) not making satisfactory progress in	Black:	See 1.1	See 1.2	See 1.1	See 1.1	
reading.	Hispanic:	See 1.2	See 1.3	See 1.2	See 1.2	
	Asian:	See 1.3		See 1.3	See 1.3	
	American Indian:					

Reading Goal #5A:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
The percentage of Black					
students scoring proficient/					
satisfactory on the 2013					
FCAT Reading will					
increase from 26% to 33%.					
The percentage of Hispanic					
students scoring proficient/					
satisfactory on the 2013					
FCAT Reading will					
increase from 28% to 35%.					
	White: N/A	White: N/A			
	Black:26%	Black:33%			
	Hispanic 28%	Hispanic:35%			
	1115panie.2070	1113panie.3370			
	Asian: N/A	Asian: N/A			
	American	American Indian:			
		N/A			

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory	See 1.1 See 1.2 See 1.3	See 1.1 See 1.2 See 1.3	See 1.1 See 1.2	See 1.1 See 1.2	5B.1. See 1.1 See 1.2 See 1.3		

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 27% to 34%.							
	27%	34%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.				5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

5C. English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
Learners (ELL) not						
making satisfactory						
progress in reading.	Understanding	ELL students' reading	A dmin	ELL Team will review cycle	FAIR On-going	
	data and the	comprehension	- Aumin.	assessments and chart the	Progress Monitoring in	
	students'	will improve by	-ELL Team	increased number of ELL	comprehension	
	language barrier to make	connecting individual needs to instruction as		students making progress in line with their LEPs.		
	instructional	outlined in the LEP.				
	decisions.		How		DRA	
		Action Steps.				
			-ELL Team will be available during PLCs.			
			_			
		 General Ed and/or ELL Resource teacher 	-LEP Progress Reports			
		will familiarize	icviewed by Ai .			
		themselves with				
		each student's LEP goals, strategies and				
		accommodations.				
		2. Every nine weeks				
		the General Ed and/or ELL Resource teacher				
		reviews students'				
		LEPs to ensure that all students' LEP				
		goals, strategies and				
		accommodations are				
		being implemented with fidelity.				

Reading Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 25% to 33%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25%	33%					
	-	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

5D. Students with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
obt Students with	JD.1.	5D.1.	50.1.	50.1.	5D.1.	
Disabilities (SWD) not						
making satisfactory						
progress in reading.		_				
I B COM B		Strategy				
	data and the					
			Who		2-3x Per Year	
	disability to make			assessments and chart the		
		will improve by		increase in the number of SWD	FAIR On-going	
	decisions	connecting individual			Progress Monitoring in	
		needs to instruction as	-Principal	their IEPs.	comprehension	
	-For general education	outlined in the IEP.	A			
		A stimus Stans	 Assistant Principal 			
	teachers, understanding	Actions Steps	-ESE staff	PLC facilitator will share data	DRA	
	the IEP and	1. General ed. and/		with the Problem Solving		
	instructional	or SWD teachers		Leadership Team. A member		
	accommodations			of the PSLT will review		
		themselves with			Integrated Reading	
	-Teachers at	each student's IEP		trends at a minimum of once per		
			How	nine weeks.	155055110115	
		accommodations.				
	knowledge,		-ESE Staff will be			
		2. Every nine weeks	available during PLCs.			
		the General Ed and/	Ũ			
	Multiple	or SWD teacher	-IEP Progress Reports			
	preparations	reviews students'	reviewed by AP.			
		IEPs to ensure that				
		all students' IEP	-PSLT will identify			
			and/or create a fidelity			
			monitoring tool designed			
			to check implementation			
			of this specific strategy.			
			Monitoring data will			
		3. Using student data,	be reviewed every nine			
			weeks.			
		(along with the report card) SWD will				
		receive an Individual				
		Education Plan				
		Progress Report to				
		inform parents of the				
		students' progress				
		toward mastering				
		their IEP goals and				
		strategies.				
		4. Across all content				
		areas PLCs will				
		specify how they are				

	i	İ			·	i	
		identifying the needs					
		of SWD.					
		5. Teacher aggregate					
		assessment data for					
		SWD subpopulation.					
		Teachers bring SWD					
		assessment data back					
		to the PLCs.					
		6. Based on the data,					
		teachers discuss					
		techniques that were					
		effective for SWD.					
		7. Based on the data,					
		teachers decide what					
		skills need to be re-					
		taught to targeted					
		students using DI					
		techniques.					
		9. PLCs record their work in common					
		logs.					
Reading Goal #5D:	2012 Current	2013 Expected Level					
Reading Obai #3D.	Level of	of Performance:*					
	Performance:*						
The percentege of SWD							
The percentage of SWD							
students scoring proficient/							
satisfactory on the 2013							
FCAT Reading will							
increase from 9% to 18%.							
		100/					
	9%	18%					
		5D.2.	5D.2.	5D 2	5D.2.	5D.2.	
		01.2.	50.2.	5D.2.	DD.2.	50.2.	

5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies throug Professional Learning Community (PLC or PD Activity	h					
Please note that each Strategy does not require a professional development o PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Reading & Writing Training	ALL	Reading & Writing Team	All Teachers	August 2012	Administration	
					Reading Coaches	
Text-Based Questions	ALL	Reading Team	All Teachers, PLC	Monthly	Administration	
					Reading Coaches	
Differential Instructio	on ALL	Reading Team	All Teachers, PLC	Monthly	Administration	
Guided Reading	PK-5	Reading Team	All Teachers, PLC	December 2012	Reading Coaches Reading Coaches	

End of Reading Goals

Elementary or Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Wrathematics Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	1.1. D		1 1 W/h	1 1	1 1	
1. FCAT 2.0: Students	1.1. Resources	1.1Utilizing district	1.1. <u>Who:</u>	1.1.	1.1.	
scoring proficient in	other than Go	provided Global				
mathematics (Level 3-5).	Math student	Concept Guides	Math Resource	Teacher Level	2-3x Per Year	
	book are not being utilized	GCG's grade level				
	school wide.	teams will lesson plan with Math Resource	Classroom Teachers	-Teachers will collect and	Go Math/District	
	school wide.	teacher on a weekly		review classroom data (Show	Formative Assessment	
		basis and utilize most	District Staff	What You Know, Chapter	(BOY,MOY,EOY)	
		effective classroom		Test, Big Idea Assessment,		
		procedures for	Administration	Go Math/ District Formative		
	1.2 Data is not	implamantation		Assessments) based on grade		
	being used school	imprementation.	What:	level instructional guides	During Grading Period	
	wide to drive					
	Instruction.		PLC Notes	Teachers will use data to create	Show What You Know	
			KX 11 41 1	spiral reviews		
		5	Walkthroughs	T 1 11 114 4	Chapter Test	
	1.3 There	PLC's to Look at		-Teachers will send data to		
		individual, classroom		math resource, who will upload	Big Idea Assessment	
	is a lack of	and grade level data and plan for	1.2 Who:	student data into the grade level electronic data wall found on	Go Math Florida Practice	
	consistency in providing,	spiral reviews and	1.2. <u>Who:</u>		Benchmark Assessment	
			Math Resource	Just internal	Benchinark Assessment	
		instruction.		-Teacher will create an item		
	and utilizing	instruction	Classroom Teachers	analysis on each Chapter		
	the data to drive		chubbroom reacherb	Test, Big Idea Assessments,	1.2: see 1.1	
	instruction.		District Staff	Go Math/District Formative		
		1.3Utilize a school			1.3 see 11	
		wide data collection	Administration			
		system that is updated			1.4 see 1.1	
	1.4 Teachers	and utilized monthly	What:			
	lack time to	during PLC's		PLC/Department Level	1.5 see 1.1	
	acquire resources		PLC Notes			
	and collaborate				1.6 see 1.1	
	with others.		Walkthroughs	grade level Chapter Test, Big		
		1.4 Math Coach		Idea Assessments, Go Math/		
	knowledge in	will lesson plan		District Formative Assessment		
		with grades k-5 on a	1.2 117	data		
			1.3. <u>Who</u> :	DI C		
		GCG's	Math Dagaurs -	-PLC,		
	understanding, planning, and		Math Resource	Teachers review item analysis		
	instructing.		Classroom Teachers	then record trends, collaborate		
	msu ucung.	1.5 Based on data		on problem solving strategies to		
			District Staff	increase effectiveness of math		
		PLC's, teachers will	5-54100 (Stuff)	instruction		
	1.5 Students are	plan for spiral reviews	Administration			
	not retaining	during weekly lesson		-PLC will use data to identify,		
			What:	create and implement review/re-		
	after a period	Coach, notes will be		teach lessons.		
			PLC Notes			
	elapsed. Students					
۱ <u>ــــــــــــــــــــــــــــــــــــ</u>	T T T T T T T T T T T T T T T T T T T	*•				

require review of		Walkthroughs			
concepts.		Ŭ	Leadership Team Level		
1.6 Resources	each grade level, a	1.4. <u>Who</u> : Math Resource	-PSLT will monitor electronic data wall -PSLT will use data to		
Math student	semester.		evaluate the effectiveness		
book are not being utilized		Classroom Teachers	of FCIM and plan on- going future professional		
school wide.		District Staff	development for teachers		
		Administration			
		What:			
		PLC Notes			
		Walkthroughs			
		1.5. <u>Who</u> :			
		Math Resource			
		Classroom Teachers			
		District Staff			
		Administration			
		What:			
		PLC Notes			
		Walkthroughs			
		1.6. <u>Who</u> :			
		Math Resource			
		Classroom Teachers			
		District Staff			
		Administration			

			What: PLC Notes Walkthroughs		
Mathematics Goal #1: The percentage of students achieving a level 3 or higher on 2013 FCAT mathematics	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
will increase from 36% to 47%.					
	36% (67)	46% (85)			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
mathematics.	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
	See1.3	See1.3	See1.3	See1.3	See1.3	
	See1.4	See1.4	See1.4	See1.4	See1.4	
	See1.5	See1.5	See1.5	See1.5	See1.5	
	See1.6	See1.6	See1.6	See1.6	See1.6	
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students achieving above proficiency (level 4 or 5) on 2013 FCAT mathematics will increase from 10% to 20%.						
	10%	15%				
	(18)	(27)				

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
improvement for the following group:							

		3.1.	3.1.	3.1.	3.1.	
students making learning gains in mathematics.	See 1.1					
	See 1.2					
	See1.3	See1.3	See1.3	See1.3	See1.3	
	See1.4	See1.4	See1.4	See1.4	See1.4	
	See1.5	See1.5	See1.5	See1.5	See1.5	
	See1.6	See1.6	See1.6	See1.6	See1.6	

	Level of Performance:*	2013 Expected Level of Performance:*					
	75 points	80 points					
						3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4. FCAT 2.0: Points for students in Lowest 25%	4.1.	4.1.	4.1.	4.1.	4.1.	
making learning gains in	See 1.1					
mathematics.	See 1.2					
	See1.3	See1.3	See1.3	See1.3	See1.3	
	See1.4	See1.4	See1.4	See1.4	See1.4	
	See1.5	See1.5	See1.5	See1.5	See1.5	
	See1.6	See1.6	See1.6	See1.6	See1.6	

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 71 points to 76 points.	D C *	2013 Expected Level of Performance:*			
		76 points			

							· · · · · · · · · · · · · · · · · · ·
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
					1		
					1		
					1		
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Strategy			
improvement for the following				Strategy			
subgroup:							
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
5. Ambitious but							
Achievable Annual					1		
					1		
Measurable Objectives					1		
(AMOs). In six year					1		
school will reduce their					1		
achievement gap by 50%.					1		
					<u> </u>		
Math Goal #5:					1		
					1		
					1		
					1		

5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black, Hispanic, Asian, American	White:					
Indian) not making	Black:					
satisfactory progress in mathematics	Hispanic:					
	Asian:					
	American Indian:					
Math Goal #5A:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*					

	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	Indian:	American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
and define areas in need of improvement for the following subgroup:				Strategy			
5B. Economically							
Disadvantaged students							
not making satisfactory progress in mathematics.							
	2012 Current	2013 Expected Level					
Mullematics Cour (191).	Level of Performance:*	of Performance:*					

		1					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5D 2	5B.3.	
		JD.3.	JD.J.	56.5.	5B.3.	56.5.	
					1		
					1		
		~					
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of improvement for the following				Strategy			
subgroup:							
subgroup.							
5C. English Language							
Learners (ELL) not							
making satisfactory					1		
niaking satisfactory					1		
progress in mathematics.							
Mathematics Goal #5C:	2012 Current	2013 Expected Level			1		
	Level of	of Performance:*			1		
	Performance:*				1		
					1		
					1		
					1		
					1		
					1		
					1		

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		BC.2.	SC.2.	SC.2.	SC.2.	50.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
					1		
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Strategy			
improvement for the following				Strategy			
subgroup:							
5D. Student with							
Disabilities (SWD) not							
making satisfactory							
making satisfactory							
progress in mathematics.							
Mathematics Goal #5D:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
					1		
					1		
					1		
				l			
					1		
					1		
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	
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End of Elementary or Middle School Mathematics Goals

End of Mathematics Goals Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Science Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Elementary and Middle School Science Goals

scoring proficient (Level 3-5) in science. Not enough planning time with Stig and Science PLC an	[h .	l		
3-5) in science. Not enough planning time with 5th grade Science CCach or [ir 1 - The weckly hasis, surpose of fiber inconsistent use strengthen the of curriculum any, hands science C Continuous instruction, and improvement be of curriculum any, hands science C Continuous instruction, and improvement be of curriculum and phane instruction, and improvement be of curriculum and phane instruction, and improvement be of curriculum and science C continuous instruction, and science instruction, and science C continuous instruction, and science instruction, and science C continuous instruction, and science C continue the instruction instruction instruction instruction instruction instruction instruction instruction instruction instruction instruction instruction instruction instruction including to 5E inconsistent use phaney based instruction instruction instruction including to 5E inconsistent use phaney based instruction instruction including to 5E inconsistent use phaney based instruction instruction including to 5E inconsistent use phaney based instruction instruction including to 5E inconsistent use phaney based instruction inclu		1.1.	1.1.	1.1.	1.1.	1.1.	
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engagement number of in science inquiry based instruction. instruction including the 5E -Inconsistent use Inquiry Model of Higher Order (such as student Thinking Skills. engagement, explore time, -Inconsistent accountable talk		-Lack of student				"Big Ideas" assessments	
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-Inconsistent use Inquiry Model of Higher Order (such as student Thinking Skills. engagement, explore time, -Inconsistent accountable talk							
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explore time, Inconsistent accountable talk			·				
-Inconsistent accountable talk	l í	0					
		-Inconsistent					
			and higher order				
monitoring using questioning) per							
Achievement unit of							
Series. instruction.		Series.					
Based on student			Based on student				
-Teachers at data,		Teachers at					
varying levels Differentiated		varying levels					
of ability in Instruction							
identifying lessons will be		identifying					
misconceptions implemented by			implemented by				
and depth both the teachers							

·	i	i	i	
	and Science			
knowledge of	Coach.			
science concepts.				
-Many teachers				
have not attended	Action Steps –			
available science	Science Coach			
trainings.				
g	Co-Planning			
- Teachers vary	with Teachers to			
in knowledge of	Strengthen Core			
the strategies of	Lessons and Plan			
inquiry based	DI			
instruction such				
as engaging	-Within PLCs the			
the students,	Science Coach			
explore time,	will plan with			
	the teachers on			
talk, higher order	nie teachers on			
taik, nigher order	a weekiy dasis			
questioning, etc.	leading mini-			
	professional			
	development"			
meetings	discussions on			
include regular	using the core			
discussion of	curriculum			
student data	strategies and			
and/or the	best practices.			
implementation				
of the F-CIM	-The Science			
model.	Coach will plan			
	with teachers			
	on a weekly			
	basis to identify			
	targeted students			
	who need			
	reinforcement on			
	essential skills.			
	For the upcoming			
	week, a plan for			
	differentiated			
	instruction will			
	be developed.			
	The Science			
	Coach will			
	conduct the small			
	groups within			
	the classroom.			
	The Science			
	Coach will			
	communicate			
	this information			

to stakeholders		
(ESE , ELL,		
and EdVenture		
support		
personnel) in		
order to provide		
scaffolding		
instruction that is		
based on student		
data.		
Co-Plan Model		
-The Science		
Coach will utilize		
the Co-Planning		
Model with		
taaahara hagad		
teachers based		
on data and PLC		
discussions.		
-On an as		
needed basis, the		
Science Coach		
and teacher will		
deliver the co-		
teach lesson.		
-Based on student		
-Dased on student		
performance and		
observations,		
small groups will be identified		
will be identified		
for additional		
ior auditional		
support.		
Assessment		
-The Science		
Coach working with other		
with other		
Science Coaches		
from the Focus		
Schools group		
and District		
staff, will		
generate a nine		
Bonorato a mino		

· · · · · · · · · · · · · · · · · · ·	i	i		
	week tests.			
	Teacher Action			
	Steps			
	1. Teachers will			
	be provided			
	with a copy			
	of the science			
	core curriculum			
	map and its			
	implementation			
	will be discussed			
	at their PLC.			
	The curriculum			
	map is District			
	generated and			
	includes a			
	pacing guide,			
	benchmarks,			
	essential			
	questions,			
	menu of lessons			
	to meet the			
	to meet the			
	benchmarks,			
	assessments			
	and ideas for			
	long-term			
	investigations			
	and			
	and			
	2. Teachers			
	will attend			
	District Science			
	training and share			
	training and share information at			
	their PLCs.			
	2 DI Capyrita			
	3. PLCs write			
	SMART goals			
	based on each			
	nine weeks of			
	material. (For			
	example, during			
	the first nine			
	weeks, 75% of			
	the students will			
	score an 80% or			
	above on each			
•	-			

	benchmark and	
	Big Idea.)	
	4. As a	
	Professional	
	Development	
	activity in their	
	PLCs, teachers	
	spend time	
	learning unit	
	content. This	
	content. This	
	will be achieved	
	by 1) using the	
	curriculum map,	
	listed resources,	
	specifically the	
	professional	
	learning	
	about science	
	component, 2)	
	teachers sharing	
	best practices	
	strategies.	
	5. Within PLCs,	
	b. Within PLCS,	
	the science	
	teachers will	
	generate a	
	common Big	
	Ideas assessment	
	prior to teaching	
	the unit. (10	
	questions or	
	more)	
	6. Teachers	
	instruct students	
	using the core	
	curriculum and	
	inguing based	
	inquiry based	
	instruction	
	strategies.	
	7. Teachers	
	bring assessment	
	data back to the	
	PLCs.	
	8. Based on the	
	data, teachers a)	
	decide what skills	
· · · · · · · · · · · · · · · · · · ·		

	(14)	(27)	1.2.	1.2.	1.2.	1.2.	
	33%	38%					
on the 2013 FCAT Science will increase from 33% to 38%.							
Science Goal #1: The percentage of students scoring a Level 3 or higher	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		9. The Science Coach and teachers provide Differentiated Instruction to targeted students (remediation and enrichment).					
		taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class c) decide what skills need to re- taught to targeted students.					

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

) 1	h 1	5.1	b 1	b 1	
	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in science.						
Levels 1 of 5 in science.						
	Not a cohesive	Strategy	- Principal	PLC meetings will focus on data		
	olan for		. I	to determine 70% mastery of		
		Differentiate	 Assistant Principal 		Formative Assessments:	
		instruction for the		test.	Grade 5 Revised Test 1	
			-Science Resource		Shude 5 Nevised Fest F	
		students in order	Science Resource		KEOY Science Test	
		to increase the			KEOT Science Test	
		rigor and level of		PLC facilitator will share the	Grade 1-4 District	
					Science Pre-Test	
		content covered.			Science Pre-Test	
			r 7	Reading Leadership Team on a		
			How	minimum of 1 time per marking	Grade 1-5 Science	
					District Mid-Year Test	
			PLC logs turned	identified at least	Grade K-4 District End	
			into administration.		of Year Test	
			Administration provides			
			feedback.		Grade 5 Science FCAT	
		test.				
			 Evidence of strategy in 			
		-Teachers will	teachers' lesson plans seen			
			during administrative walk-			
		with AGP	throughs.			
		science, science	-		-School-generated	
		resource, and	-		0	
		colleagues during			"Big Ideas" assessments	
			-Informal pop-in form		8	
		enrichment	· · · · · · ·		-School-generated Nine	
		lessons.			week assessments	
		-Using the				
		extension				
		activities in the				
		core curriculum				
		differentiate				
		instruction within				
		the classroom to				
		provide targeted				
		students with				
		enrichment.				

Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 2% to 7%.	Level of Performance:*	2013Expected Level of Performance:*					
	2%	20%					
	(1)	(9)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Inquiry Monday mini- training	ALL	Chandra Bowden	Classroom Teachers	August 28, 2012	Coaching Cycles	Chandra Bowden

Administration

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	-	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Students scoring ^{1.1.}	1.1.	1.1.	1.1.	1.1.
at Achievement				
	ides The purpose of	Who	Teacher Level	2-3x Per Year
8 65 11 1		W IIO		
in writing. 3-5 will need to take the FCAT	05	Principal	• Teachers will maintain	Hillsborough Writes (2 nd
MOODLE cour		i incipai		and 5 th grade only)
to score monthl	0	APEI	Writes, and Formative	
assessments.	Students' writing		Assessments on online	
	skills will	A.R.T.	spreadsheets.	
- Teachers need			-F	
additional pract		Writing Resource	• Teachers will use a holistic	
with the Gradua		Ũ	approach to determine the	
Release of	teaching writing.		progress of the students.	
Responsibility a				
pertains to Writ			 Teachers will reflect on 	
Workshop.	Writers' Workshop,		daily lessons using specific	During Grading Period
	Monthly Writing		evident from daily drafts	
-Teachers need	Calendar Menus,		and monthly assessments	Monthly
additional supp		;	to drive future instruction.	Assessments-
and practice with				Just Writes
	s and and the use of		PLC/Department Level	and Formative
with instruction delivery due to			• Second through fifth grade	Assessments
shifts with Com				(2 nd through 5 th Grade)
Core.	provided through		Writes, Hillsborough	(2 unough 5 Orade)
core.	daily conferencing		Writes, Formative	Writing Portfolios
- Teachers need			assessments, and writing	writing rollonos
continue to buil			portfolios to track student	
an understandin	,		progress.	
promoting the u	se continue to use			
of craft, mode,	and effective holistic		 Second through fifth grade 	
elaboration.	scoring methods as		PLC teams will record data	
	they are updated		on the school-wide writing	
	with the new FCAT		spreadsheets.	
	2.0 requirements.			
			• PLC teams will use	
			monthly assessments and	
	Action Stang		daily drafts to identify,	
	Action Steps:		create, and implement appropriate instructional	
	1. Based on		for future Writers'	
	baseline data and		Workshop lessons.	
	students' daily			
	writing, PLCs will		• PLCs will use data to	
	write SMART		identify and discuss	
	goals for each nine		trends to plan for future	
	weeks.		instruction.	
	2. As a Professional	1	Leadership Team Level	
	Development			

i i		-			
	activity PLCs	•	PSLT will monitor		
	will participate in		electronic data wall for		
	discussions that	1	second through fifth		
	share data, trends,		grades.		
	and best-practice				
	instructional	•	PSLT will use monthly		
	strategies.		assessments and daily		
			drafts to evaluate		
	3. Teachers and		the effectiveness of		
	students will		strategy implementation,		
	maintain writing	1	differentiated instruction,		
	portfolios to	1	and future professional		
	demonstrate student		development for teachers.		
	engagement.		I		
	As a Professional				
	Development				
	activity, teachers				
	in grades 3-5,				
	will complete the				
	online MOODLE				
	course, FCAT				
	2.0 MOODLE.				
	All writing	1			
1 1	teachers will	1			
1 1	take Elementary	1			
	Writing Support	1			
	MOODLE course	1			
	and return to				
	this professional				
	development course				
	when needing to	1			
	refresh knowledge.	1			
	ienesn knowledge.				

Writing/LA Goal #1: In grade 4, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT 2.0 Writing will increase from 85% to 90%.	of Performance:*	2013 Expected Level of Performance:*					
	85%	90%					
	(52)	(59)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
FCAT 2.0 MOODLE Course	Grades 3-5	PLC Leader District/Shelly Gray	Classroom Teachers	meetings)		Administration
	Writing			Ongoing	Monthly Writing PLCs	Shelly Gray
	All	District/Shelly Gray	Classroom Teachers			Administration
Elementary Writing Support MOODLE course	Writing			Ongoing	Coaching Cycles and Monthly Writing PLCs	Shelly Gray

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

		TT 1		TI CII '			1 1	1 1	
1. Attendance	1.	Unclear roles and	1.	The following	1.		1.1.	1.1.	
		roles and responsibility		strategies will be used to identify	1				
		of staff/		attendance:	a.	Who		-Attendance Tracking	
		faculty		Roles,		D · · 1		Form	
		,		Responsibilities		-Principal	-Collect daily attendance data for their classroom		
				and Procedures		-Assistant Principal			
				will be identified and			-Follow attendance procedure		
				clarified.		-Administrative	using Attendance Intervention		
				clarifica.		Resource Teacher	Form		
						Haw	-Collaborate with PLC for		
							attendance interventions for		
				Action Steps			students with excessive absences		
						faculty during pre-			
			a.	Assign/Clarify		planning	_		
				specific roles					
				to staff/faculty members			PLC/Department Level		
					b.	Who	Review attendance data across		
			b.	Attendance	~.		grade levels and collaborate to		
				Committee will			form interventions		
				be formed and					
				meet monthly.			-Document on PLC logs and Attendance Intervention Forms		
			c	Define		Administrative	Attendance Intervention Forms		
			0.	procedures for		Resource Teacher			
				all stakeholders					
				in regards		 Social Worker 	Leadership Team Level		
				to taking attendance and		How	-PLC will consult with		
				the intervention		How	Attendance Committee as		
				steps for		- Review fidelity of	needed.		
				students with		Attendance Tracking			
				absences.		Forms provided			
			d	Define		by grade level			
			u.	procedures for		representative during PSLT approx. every 4			
				all stakeholders		weeks			
				in regards					
				to taking		- Social Worker will			
				attendance and		do fidelity checks			
				the intervention steps for		with members of Attendance			
				students with		Committee			
				excessive					
				tardiness.	c.	Who			
			_	Training will		Dringing1			
			e.	Training will be provided		• Principal			
				be provided					

	in regards	Assistant Principal
	to roles and	
	responsibilities	Administrative
	during pre-	Resource Teacher
	planning	
	referring to	Social Worker
	guidelines in the	
	Staff/Faculty Handbook	How
		<u>-</u> Review Attendance
		Tracking Forms with
		all stake holders
		provided by social
		worker approx. every
		4 weeks in regards to
		attendance
		d. <u>Who</u>
		- Social Worker
		How
		- Review Attendance Tracking Forms with all stake holders provided by social worker approx. every 4 weeks in regards to tardies

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
The attendance rate will increase from 93.20% in 2011- 2012 to 95% in 2012-2013.					
The number of students who have 10 or more unexcused absences throughout the school year will decrease from 215 in 2011-2012 to 172 or fewer in 2012-2013					
-The number of students who have 10 or more <u>excessive</u> tardies to school throughout the school year will decrease from 255 in 2011-2012 to204 in 2012-2013					
	93.20%	95%			

2012 Current Number of Studer with Excessive Absences (10 or more)	2013 Expected ts Number of Students with Excessive Absences (10 or more)					
215	172					
2012 Current Number of Students with Excessive Tardies (10 or more)	Excessive Tardies					
255	(10 or more) 204					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Attendance InterventionA Procedure	.11	Donald Cook	School-Wide	August 17, 2012	PSLT	Donald Cook

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem- solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Suspension	1.1.	1.1	1.1.	1.1.	1.1.	
1. Suspension						
	-lack of behavior	Improve consistent	a. Who			
	plan.	use and revision of classroom	- Administration	Teacher Level.	ODR data	
		management plan	Rammstration		ODIC data	
		across the school.		-Minor referrals/major referrals	SWIS data	
			How	-Observed problematic classroom behaviors	Minor referral data	
		Action Steps	- Monthly review and	ochaviors		
			revision of individual	-Plan classroom interventions		
		a. Teachers will submit	behavioral management plan based on SWIS and	based on data from referrals and observations		
			Mainframe data.	observations		
		management				
		plan to main				
		office.		PLC/Department Level		
				-analyze grade level ODR data		
			b. Who			
		b. Provide training/ support in the	-CHAMPs (District Title I)	-Problem-solve with grade-level teams to plan interventions based		
		following areas:	-CHAIMIS (District Thic I)	on data		
			-PBS (PBS Team)			
		-CHAMPS	C 1 4	Documentation of problem-		
		Review	-Gender Awareness	solving and intervention planning on PLC logs		
		-PBS Review	-Behavior Plans			
			(Administrative Team)			
		- Gender Awareness		Leadership Team Level		
		1		Loudership Toum Lover		
				- Observations to ensure the use		
		c. PBS Team will	How	of classroom management plans with fidelity		
		c. PBS Team will review behavior		with huelity		
		data monthly	-Will present training or	-walk-throughs/pop-in data to		
			assistance according to	analyze fidelity of CHAMPS/		
			schedule below	PBS		
		d. Curriculum		PBS team will analyze SWIS		
		coaches and		and ODR data for trends across		
		resource will model and use		grade-levels, school locations, and classrooms		
		CHAMPs and	-PBS Team			
		PBS initiatives	-Administration			

	f. Who -Administration -CARE team -PBS team		
	How -Teachers complete referral form for BIT and attend weekly forum to problem- solve and plan classroom intervention strategies		

	humber 2012 Eng (1	 1		
Suspension Goal #1: 2012 Total N	Iumber 2013 Expected Number of			
<u>01</u>	Number of			
In –School	In- School			
The total number Suspensions	Suspensions			
of In-School				
Suspensions will				
remain at 0 in 2012-				
2013(Reports on				
Demand).				
-The total number	1			
of students				
receiving In-School				
Suspension will				
remain at 0 in 2012-				
2013(Reports on				
Demand).				
Demand).				
-The total number				
of Out-of-School				
Suspensions				
(including ATOSS)				
will decrease by	1			
20 % in the 2012-				
2013 school				
year (Reports on				
Demand).				
l í	1			
	1			
-The total number of	1			
students receiving	1			
Out-of-School				
041-01-501001				

Suspension will decrease will decrease by 20 % in the 2012- 2013 school year (Reports on							
Demand).							
	0	0					
	2012 Total Number of <u>Students</u> Suspended	2013 Expected Number of Students Suspended					
		In -School					
	-	0					
	<u>Out-of-School</u> Suspensions	2013 Expected Number of Out-of-School					
		Suspensions					
		50					
	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended					
	Out- of- School	Out- of-School_					
	32	26					
		1.2.	1.2.	1.2.		1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development ou PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
CHAMPs	ALL	CARE Team	School-Wide	August 17, 2012		Administration
PBS	ALL	Eric Felder	School-Wide	August 14, 2012		Administration
Second Step	ALL	CARE Team	Based on Targeted Data	TBD		Administration

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout	Problem-			
Prevention	solving			
Goal(s)	Process to			
	Dropout			
	Prevention			

parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dropout Prevention Goal #1:							
*Please refer to the							
percentage of students							
who dropped out							
during the 2011-2012 school year.							
school yeur.							
	2012 Current	2013 Expected					
	Dropout Rate:*	Dropout Rate:*					
Enter narrative for the goal							
in this box.							
N/A							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement	Problem-			
Goal(s)	solving			
	Process			
	to Parent			
	Involveme			
	nt			

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1:							
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt						

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal #2:							
	2012 Current level of Parent	2013 Expected level of Parent					
	Involvement:*	Involvement:*					
Enter narrative for the goal in this							
box.							
						2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	1		<u> </u>	-pp-	$\overline{}$	<u> </u>	
	Problem-						
Additional Goal(s)	Solving						
Additional Goal(S)	Process to						
	Increase						
	Student						
	Achieveme						
	nt						
	ш						
Based on the analysis of school	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
data, identify and define	Barrier		Responsible for Monitoring	Effectiveness of			
areas in need of improvement:				Strategy			

1. Health and Fitness	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal						
		Elementary				
		students will				
	Lack of		Who	Classroom walkthroughs	Lack of	
	implementation	150 minutes		5	implementation of	
	of Teacher	of physical	Principal	Class schedules	Teacher Directed	
	Directed	education per	*		physical education.	
	physical	week in grades		Lesson Plan Check		
	education.	kindergarten			Lack of appropriate	
		through five.	How		exercise area for	
	Lack of				warmer weather	
	appropriate		Lesson Plans indicating		(eg. Covered court,	
	exercise area		30 minutes of teacher		gymnasium)	
		Action Steps:	directed physical			
	weather (eg.	Calcada 1 - 1	education per week.			
	Covered court,	-Scheduled physical				
	gymnasium)	education of				
		120 minutes				
		due to				
		extended day.				
		extended duy.				
		-Teachers will				
		implement				
		30 minutes				
		of teacher				
		directed				
		physical				
		education per				
		week.				
		-Raise/utilize				
		funds for				
		appropriate				
		exercise area				
		for warmer				
		weather (eg. Covered court,				
		gymnasium)				
		_{Eymnasium)}				
		-Provide				
		literature				
		on effective				
		teacher				
			1		1	

		physical education					
		-Open physical					
		education					
		classroom					
		for teacher					
		observation.					
Health and Fitness Goal #1: 201	12 Current	2013 Expected					
Le	evel :*	Level :*					
During the 2012-2013							
school year, the number							
of students scoring in the							
"Healthy Fitness Zone"							
(HFZ) on the Pacer for							
assessing fifth grade							
aerobic capacity and							
cardiovascular health will							
increase from 60% on							
the pretest to 85% on the							
posttest.							
r							
	<u>`00′</u>						
6	0%	85%					
<u>↓</u>							
· · · · · · · · · · · · · · · · · · ·		1.2.	1.2.	1.2.	1.2.	1.2.	
		13	1 3	1.3	1 3	1 3	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
	Subject					Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of		
Model Classroom	K-5	PLC Leader Dawn McPhillips	As Scheduled	meetings) Ongoing	Lesson Plans Checks	Administration

Continuous Improvement Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem-			
Additional Goal(s)	Solving			
Additional Goal(s)	Process to			
	Increase			
5	Student			
	chieveme			
	nt			

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:				Strategy		
1. Continuous	1.1.	1.1.	1.1.	1.1.	1.1.	
Improvement Goal						
	making the transition for keeping meetings curriculum and student focused.	PLCs to the Problem- Solving Leadership Team. PSLT members will implement skills learned within the grade level/	Who	all PLCs and determine next steps in the PLC process.	provide feedback	

Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)" will increase from 47% in 2012 to 67 % in 2013.	<u>Level :*</u>	2013 Expected Level :*					
	47%	67%					
	(22)	(32)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Suger	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		manning

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. Florida	A.1.	A.1.	A.1.	A.1.	A.1.	
Alternate						
Assessment:						
Students scoring						
proficient in						
reading (Levels 4-			See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	
9).	Goal 5d	Goal 5d				

Reading Goal A: N/A	Level of	2013 Expected Level of Performance:*					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

B. Florida	B.1.	B.1	B.1.	B.1.	B.1.		
Alternate	D .11.	D .1	D .11.	B .1.	D .1.		
Assessment:							
Percentage of							
students making							
Loorning Coins in	a n l'	G D L					
Learning Gains in reading.	See Reading	.See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d		
reading.	Goal 5u	0001 50					
Reading Goal B:	2012 Current	2012 Exposted					
Reading Goal B:	Level of	Level of					
	Performance:*	2013 Expected Level of Performance:*					
N/A							
		B.2.	D 2	D 2	B.2.	D 2	
		B.∠.	B.2.	B.2.	В.2.	B.2.	

	В.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	55%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	of	Evaluation Tool	
	2.1.	2.1.	2.1.	Strategy	0.1	
D. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1	
	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	

CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 35%.	2012 Current Percent of Students. Proficient in Reading :					
	30%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	See CELLA goal 1.1	
CELLA Goal #E:	2012 Current Percent of Students					
	2012 Current Percent of Students Proficient in Writing :					
The percentage of students						
scoring proficient on the 2013 Writing section of the CELLA will increase from						
CELLA will increase from 24% to 29%.						
	24%					

	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1. See Math Goal 5C.				F.1. See Math Goal 5C.	
Mathematics Goal F:	Level of	2013 Expected Level of Performance:*				
N/A						

			F.2.	F.2.	F.2.	
					F.3.	
Alternate Assessment:	G.1. See Math Goal 5C.			G.1. See Math Goal 5C.		

G:	Level of	2013 Expected Level of Performance:*					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary, Middle <mark>and High</mark> Science Goals	Problem- Solving Process to Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
J. Florida Alternate	J.1.	J.1.	J.1.	J.1.	J.1.	
Assessment: Students	5.1.	5.1.	5.1.			
scoring at proficient in						
science (Levels 4-9).						
Science Goal J:	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
N/A						
	N/A	N/A				

	J.2.	J.2.	J.2.	J.2.	J.2.	
	J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem- Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> N/A	of Performance:*	Performance:* N/A					
						M.2. M.3.	

NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
				Strategy	

STEM Goal #1:	1	Active teacher	1.1. Tier 1 – The purpose of	1.1.Administrators	1.1.Administrative/ Coach	1.1 Formative Assessments:
	P .		this strategy is to strengthen		walkthroughs to deternine school-	Grade 5 Revised Test 1
		STEM activities.	the core curriculum using the		wide/ classroom participation in	
			*Core Continuous Improvement	Resource Coaches	STEM activities, and projects,	KEOY Science and Math Tests
			Model. (C-CIM). Students will		such as:	K-4
Implement/expand project/problem-based learning in			develop problem-solving and			κ-4
math, science and technology.			creative thinking skills while		- Technololgy – enriched class	Grade 1-4 District Science Pre-
			constructing new knowledge. To		activites	Test/ Form Tests
			achieve this goal, science, math,		activites	rest/ronn rests
			and technology teachers will		- Math Bowl	Grade K-5 Science and Math
			increase the number of inquiry		Muul Dowl	District Mid-Year Tests
			based instruction including		- Tivitz	
			the 5E model (such as student		11,112	Grade K-5
			engagement, explore time,		- Science Olympics	
			accountable talk and higher		~····	District End of Year Tests:
			order questioning) per unit of		- STEM Fair	
	1		instruction. Based on student data. Differentiated Instruction			Grade 5 Science FCAT 2.0
					- Inquiry Monday Design	
			lessons will be implemented by both the teachers and resource		Challenges	Grades 3-5 Math FCAT 2.0
			coaches.			
			coaches.		- Long- Term Investigations	
			Action Steps – STEM Resource		EdVenture Robotics Club	
			Coach			
						-School-generated
			Co-Planning with Teachers to			-
			Strengthen Core Lessons and			"Big Ideas" assessments
			Plan DI			
						1School-generated Nine
			Within PLCs the STEM			week assessments
			Resource Coaches will plan			
			with the teachers on a monthly			
			basis leading "mini-professional			
	1		development" discussions			District STEM Activities
	1		on using the core curriculum			Participation
			strategies and best practices.			1
	1		-The STEM Resource Coaches			1. – Student inquiry lab ,science, and
	1		will plan with teachers on a			math notebooks
	1		weekly basis to identify targeted			maul notebooks
	1		students who need reinforcement			- STEM Fair data
	1		on essential skills. For the			logs
	1		upcoming week, a plan for			1050
	1		differentiated instruction will			* STEM Fair
	1		be developed. The STEM			Primary class
	1		Coach es will conduct the small			projects
	1		groups within the classroom.			Proj ec io
	1		The STEM Coaches will			* STEM Fair
	1		communicate this information			Intermediate student
	1		to stakeholders (ESE, ELL, and			projects

 Alter of each of provide service and each of the search of	EdVenture support personnel)	
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pacing guide, benchmarks,		
	pacing guide, benchmarks,	

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	essential questions, menu of
	lessons to meet the benchmarks,
	assessments and ideas for long-
	tors involtations and
	term investigations and
	2. Teachers will attend District
	Science and Math trainings and
	share information at their PLCs.
	share information at them 1 bes.
	3. PLCs write SMART goals
	based on each nine weeks of
	material. (For example, during
	the first nine weeks, 75% of the
	students will score an 80% or
	above on each benchmark and
	Big Idea.)
	4. As a Professional
	Development activity in their
	Diversion activity in their
	PLCs, teachers spend time
	learning unit content. This
	will be achieved by 1) using
	the curriculum map, listed
	resources, specifically the
	resources, specification in the
	professional learning about
	science component, 2) teachers
	sharing best practices strategies.
	5 Teachers instruct students
	using the core curriculum
	and inquiry based instruction
	strategies.
	7. Teachers bring assessment
	data back to the PLCs.
	uata back to the PLCS.
	8. Based on the data, teachers
	a) decide what skills need to be
	re-taught in a whole lesson to
	the entire class, b) decide what
	ine entre class, b) decide what
	skills need to be moved to mini-
	lessons or re-teach for the whole
	class c) decide what skills need
	to re-taught to targeted students.
	to be mugnet to ungered students.
	9. The STEM Resource
	Coaches and teachers provide
	Differentiated Instruction to
	targeted students

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader	senser wide)	meetings)		

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving		
	Process to		
	Increase Student		

	Achievement				
		<u>.</u>			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		1.1. Provide fieldtrips to local colleges and businesses to expose students to college and career choices.	1.1. Administrative Resource Teacher	1.1. Student fieldtrip reflection logs will be kept on site.	1.1. Fieldtrip log
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

• Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading 1.3.	Mini-Grant- Reading supplies for Family Night to help parents reinforce what is being taught in school.	200.00	
Strategy:			
Students will be provided with opportunities for practice related to the lesson focus during the Reader's Workshop.			

Science 1.1.	Mini-Grant- Science supplies for Family Night to help parents reinforce what is being taught in school.	250.00	
Strategy:			
Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction including the 5E Inquiry Model (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.			
Math 1.1	Mini-Grant-Math supplies for Family Night to help parents reinforce what is being taught in school.	250.00	
-			
Strategy:			
Utilizing district provided Global Concept Guides GCG's grade level teams will lesson plan with Math Resource teacher on a weekly basis and utilize most effective classroom procedures for implementation.			

Parent Involvement Plan	Mini-Grant- Parent Involvement Incentives	300.00	
Section: Involvement of Parents, To encourage parent participation on our SAC, a volunteer survey form was sent home. The parents who volunteered for SAC were personally contacted by the SAC chair and invited to participate in the planning sessions as well as sit on SAC.			
Writing 1.1.	Mini-Grant- Classroom incentives for Saturday School	300.00	
Strategy: The purpose of this strategy is to continue to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include daily Writers' Workshop, Monthly Writing Calendar Menus, the Gradual Release of Responsibility, and the use of writing portfolios. Differentiated instruction will be provided through daily conferencing (such as the revised STAR conferences). Teachers will continue to use effective holistic scoring methods as they are updated with the new FCAT 2.0 requirements			

Final Amount Spent		