Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name:	District Name:
Clair-Mel Elementary	Hillsborough
Principal:	Superintendent:
Shelly Hermann	MaryEllen Elia
SAC Chair:	Date of School Board Approval:
Heidi Gordon	

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.) High School Feedback Report K-12 Comprehensive Research Based Reading Plan

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)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Shelly Hermann	M.Ed. Educational Leadership BA Elementary Ed. K-6 ESOL	6	16	11/12 C Proficiency: Reading-43%, Math-42%, Science-25%, Writing-88% Learning Gains: Reading-62%, Math-61% Lowest 25%: Reading-68%, Math-52% 10/11 C: AYP 95% Proficiency: Reading-54%, Math-61%, Science-29%, Writing-80% Learning Gains: Reading-60%, Math-57% Lowest 25%: Reading-53%, Math-57% 09/10 C: AYP 74% Proficiency: Reading-45%, Math-55%, Science-28%, Writing-82% Learning Gains: Reading-58%, Math-66% Lowest 25%: Reading-6472%, Math-72%
Assistant Principal	Willie Hughes	MA Reading Ed. K - 12 Educational Leadership BS Elementary Ed. K-6	4	3	11/12 C Proficiency: Reading-43%, Math-42%, Science-25%, Writing-88% Learning Gains: Reading-62%, Math-61% Lowest 25%: Reading-68%, Math-52% 10/11 C: AYP 95% Proficiency: Reading-54%, Math-61%, Science-29%, Writing-80% Learning Gains: Reading-60%, Math-57% Lowest 25%: Reading-53%, Math-57% 09/10 C: AYP 74% Proficiency: Reading-45%, Math-55%, Science-28%, Writing-82% Learning Gains: Reading-58%, Math-66% Lowest 25%: Reading-6472%, Math-72%

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/
Area		Certification(s)	Years at	an	Statewide Assessment Achievement Levels, Learning Gains,

			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated school year)
Writing Coach	Heidi Gordon	BS in Elementary Ed ESOL Endorsed	2	2	 11/12 Clair-Mel: C Writing Proficiency: 88% 3 and above 10/11 Kingswood: A AYP: 92% Writing Proficiency: 90% 4 and above
Reading Coach	Angela Marrazzo	BS in Elementary Ed with a Specialization in Early Childhood Education M.Ed. in Reading ESOL Endorsed	First Year	First Year	N/A
Math Coach	Sherry Terle	BS in Elementary Ed ESOL Endorsed	4	First Year	N/A

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
		4 0010	(If not, please explain why)
1. Teacher Interview Day	District Staff	June 2012	
2. Recruitment Fairs	General Directors	June 2012	
3. Salary Differential Program	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. Meetings of new teachers with assistant principal	Assistant Principal	ongoing	
7. School-based teacher recognition system	Principal	ongoing	
8. Opportunities for teacher leadership	Principal	ongoing	
9. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly effective.	

Teachers	Depending on the needs of the teacher, one or more of the following strategies are implemented.
• 6 out-of-field (not ESOL certified)	<u>Administrators</u>
	Meet with the teachers throughout the year to discuss progress on:
	• Completing classes need for certification.
	 Progress made in number of classes completed.
	ELL Resource Teacher
	• The ELL Resource Teacher is to be utilized as a resource with a wealth of knowledge to meet the needs
	of the ELL students in our school.
	• The ELL Resource Teacher provides and explains to the teachers with the ELL Strategies Checklist.
	• The ELL Resource Teacher is available to conference with the teacher on a regular basis.
	<u>PLCs</u>
	• 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.
	• PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
	Teachers
	• These teachers are working on getting there ESOL Endorsement. They plan to take at least one ESOL
	training course during the 2012-2013 school year.

Staff 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)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	6% (3)	47% (22)	36% (17)	11% (5)	15% (7)	87% (41)	11% (5)	0% (0)	57% (27)

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 Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendy Wilson (District EET Mentor)	Tina Antonucci	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Julianna Bonner	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Christine Butler	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Trimeishia Holt	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Melanie Lamphere	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendy Wilson (District EET Mentor)	Morgan Little	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Christine Oles	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Matthew Roach	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Wendy Wilson	Monica Simpson	Wendy Wilson is a district-based mentor	Weekly visits to include modeling, co-
(District EET Mentor)	_	with the EET initiative. She has strengths	teaching, analyzing student work/data,
		in the areas of leadership, mentoring, and	developing assessments, conferencing
		increasing student achievement.	and problem solving.
Wendy Wilson	Kelvin Williams	Wendy Wilson is a district-based mentor	Weekly visits to include modeling, co-
(District EET Mentor)		with the EET initiative. She has strengths	teaching, analyzing student work/data,
		in the areas of leadership, mentoring, and	developing assessments, conferencing
		increasing student achievement.	and problem solving.
Wendy Wilson	Christina Cardona	Wendy Wilson is a district-based mentor	Weekly visits to include modeling, co-
(District EET Mentor)		with the EET initiative. She has strengths	teaching, analyzing student work/data,
		in the areas of leadership, mentoring, and	developing assessments, conferencing
		increasing student achievement.	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 like Clair-Mel.

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 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 fund will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
N/A
Nutrition Programs
This year Clair-Mel has been awarded a grant that provides a nutritional snack to each student on Mondays, Wednesdays, and Fridays.
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
N/A
Job Training
N/A
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.

The MTSS/RtI Leadership team (also known as the Problem Solving Leadership Team – PSLT) includes: Shelly Hermann, Principal Willie Hughes, Assistant Principal Lenora Anderson, Guidance Counselor Angela Riggs, School Psychologist Katey Bellwood, School Social Worker Joan Macenat-Charles, ESE Teacher Monica Simpson, ESE Teacher Angela Marrazo, Reading Coach Jessica Ladoniczki, Academic Intervention Specialist Beth Martinez, Speech Pathologist Heidi Gordon, School Advisory Council Chair/ Writing Coach

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 Curriculum Leadership Team (CLT) primarily focuses on core curriculum, Tier 1 instruction and will review school-wide assessment data on a weekly basis to identify instructional needs at all grade levels. The Multi-Tiered System of Supports/Problem Solving Leadership/RtI (MTSS/PSLT/RtI) Team will meet at least bi-weekly to analyze data provided by the Curriculum Leadership Team and the Professional Learning Communities (PLC) to implement appropriate academic and/or behavioral interventions of targeted students identified through FAIR, CIM, EASI as well as state and district monthly assessments. During our meetings, we will create actions steps, determine the evaluation process and tools to effectively assist targeted students in meeting their achievement level. The team will support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2 and 3) levels. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, academic, etc.). The team's decisions are guided by the review and analysis of student data through ongoing progress monitoring using dashboard. In addition, our team will consult with other school teams in order to solicit input and/or feedback when making decisions.

During the bi-weekly MTSS/PSLT/RtI team meetings, team members will:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Review and interpret student data (academic and behavior) at the school and grade levels
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
 - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate 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).

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 MTSS/PSLT/RTI Leadership Team will follow the Action Steps, Evaluation Process, Evaluation Tools and Professional Development outlined in the School Improvement Plan to meet the needs of all students. Ways in which the team will accomplish this:

- The Chair of SAC is a member of the MTSS/PSLT/RTI Leadership Team.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. 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 MTSS/PSLT/RTI Leadership Team monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The MTSS/PSLT/RTI Leadership Team communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger MTSS/PSLT/RTI Leadership Team.
- The MTSS/PSLT/RTI Leadership Team and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 - 1. What is the problem? (Problem Identification)
 - 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 - 3. What are we going to do about it? (Action Plan Design and Implementation)
 - 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
 - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:
 - 1. Does the data show implementation of strategies are resulting in positive student growth?
 - 2. To what extent are we making progress toward the school's SIP goals?
 - 3. If we are making progress, what can we do to sustain what is working?
 - 4. What barriers to implementation are we facing and how will we address them?
 - 5. What should we do next? What should be our plan of action?

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.

The MTSS/PSLT/RTI Leadership Team will gather data provided by the classroom and resource teachers of targeted students at each tier level to graph student progress for reading, mathematics, writing, science, attendance, and behavior. As progress monitoring continues that data will be analyzed and recorded to reassess student progress based upon identified goals and interventions. Dashboard will be utilized to help record the data in progress monitoring.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series and	MTSS/PSLT/RTI Leadership Team,
	Dashboard/ Data Wall	PLCs, CLT, and individual teachers
Subject-specific assessments generated by the Office of Assessment and	Scantron Achievement Series,	MTSS/PSLT/RTI Leadership Team,
Accountability or the District-level Subject Supervisors in Reading, Math,	Dashboard/ Data Wall, and PLC Logs	PLCs, CLT, and individual teachers
Writing and Science (Reading Formatives, FCAT Practice Tests, Math		
Formatives, Monthly Demand Writes, Science Formatives)		
FAIR	Progress Monitoring and Reporting Network	AP and Reading Coach
	(PMRN) and Dashboard/ Data Wall	_
CELLA	Sagebrush (IPT)	ELL Resource Teacher
Teachers' common core curriculum assessments* on units of instruction/big	Dashboard/ Data Wall and PLC Logs	Individual Teachers, Team Leaders, PLC
ideas/ specific tested benchmarks.		Facilitators, MTSS/PSLT/RTI Leadership
(Reading, Math, Science, and Writing)		Team, and CLT
DRA-2	School Generated Excel Database/ Dashboard/	Individual Teacher, Reading Coach, and
	Data Wall	AP
Reports on Demand/Crystal Reports	District Generated Database	AP, MTSS/PSLT/RTI Leadership Team,
		and CLT

* 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 with 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
Hillsborough 2012		
Rule 6A-1.099811		
Revised July, 2012		13

Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (Reading, Math, Science, and Writing)	easyCBM, School Generated Excel Database/ Dashboard/ Data Wall	Individual Teachers, Team Leaders, PLC Facilitators, MTSS/PSLT/RTI Leadership Team, and CLT
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base and PLC logs	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement**	easyCBM, School Generated Excel Database/ Dashboard/ Data Wall	Individual Teachers, Team Leaders, PLC Facilitators, MTSS/PSLT/RTI Leadership Team, and CLT
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

*Students receiving tutoring after school with instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed to ensure mastery of these skills. In order to make this process effective, a communication system will be utilized between classroom teachers, the ELP facilitator, and the selected ELP tutors. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplement services, time spent in the supplement services and frequency of assessment will increase in duration as needed.

** 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.

The MTSS/PSLT/RTI Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. This Team will work to align the efforts of other school teams that may be addressing similar identified issues. Staff received overview trainings at the summer pre-institute as well as having more overview trainings over the course of a couple of faculty meetings throughout the 2012-2013 school year. The MTSS/PSLT/RTI Leadership Team members have attended district level trainings and have already begun the process of serving as RtI consultants to the PLCs to guide the process of data review and interpretation.

As the District's RtI Committee/RtI Facilitators develop(s) 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, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/ PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

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

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team (LLT) serves as the school's literacy Professional Learning Community. The team is comprised of:

- Shelly Hermann, Principal
- Angela Marrazzo, Reading Coach
- Willie Hughes, Assistant Principal
- Jessica Ladoniczki, Academic Intervention Specialist
- Kimberly Bakst, Media Specialist
- Jessica Rupp, 3rd Grade Classroom Teacher
- Natalie McGinnis, 4th Grade Classroom Teacher
- Taylor Jones, 2nd Grade Classroom Teacher
- Jaye Wheeler, Kindergarten Classroom Teacher
- Chardae Duffy, 1st Grade Classroom Teacher
- Micheal Floyd, 5th Grade Classroom Teacher
- Joan Macenat-Charles, ESE Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Shelly Hermann, Principal is the LLT chairperson. The reading coach (Angela Marrazzo) is a valuable member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. Meetings will be held the fourth Monday of each month at 2:30pm. Angela Marrazzo will put together an agendas and note sheets as she will facilitate the meetings.

The principal and reading coach also ensure that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

What will be the major initiatives of the LLT this year?

- Implementation and evaluation of the SIP reading goals/strategies across 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
- Create an Action Research Plan on using informational text
- Create an Action Research Plan on vocabulary instruction

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*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.

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 RoundUp. 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.

*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?

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?

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>.

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:	Anticipated Barrier	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in						
01	-Teachers	Common Core	Who	Teacher Level	2-3x per year	
reading (Level 3-5).	knowledge	Reading Strategy	-Principal	-Teachers reflect on lesson	-3-5 progress monitoring	
	base of this	Across all Content	-Assistant Principal	outcomes and use this	plan	
		Areas	-Reading Coach	knowledge to drive future	- FAIR On-going	
		Reading		instruction.	Progress Monitoring in	
		comprehension	How	-Teachers maintain their	comprehension	
		improves when	- PLC logs for	assessments in student	- DRA 2/RR	
	this strategy is		reading turned into	portfolios.	Electronic Data Wall /	
	being rolled out		administrators, who		Dashboard	
		grappling with	will provide feedback	assessments and their		
		complex text.	A diministration and/or	students' individual progress	During the Nine Weeks	
		Teachers need to	the Reading Coach will	using Clair-Mel's Electronic	-Running Records with	
		understand how	rotate through PLCs	Data Wall/ Dashboard	Miscue Analysis	
		to select/identify	looking for complex		-Student Portfolios	
		complex text, shift	text discussions.	PLC Level	-Fluency Checks	
		the amount of	- Classroom	-Using the individual teacher		
		informational text	walkthroughs		-Response Journals	
		used in the content	- Evidence of strategy	progress.	-	
		curricula, and share	in teachers' lesson	-PLCs reflect on lesson		
		complex texts	plans, seen during	outcomes and data used to		
		with all students.	administrative	drive future instruction.		
		All content area	walkthroughs	-PLCs will report and share		
		teachers are		results with the Curriculum		
		responsible for	be reviewed every nine			
		implementation.	weeks.	-After assessments, PLCs		
				will consider the following		
		Action Steps		questions:		
		Action steps for				
		this strategy are		<i>1. How are we using data to</i>		
		outlined on grade		drive our instruction?		
		PLC action plans.				
				<i>3.</i> How will we enrich the		
				4. How will we reassess the		
				skill or strategy?		
				5. What barriers are we		
				facing and how will we		
				address them?		
				6. Are there skills that need		
				to be re-taught in a whole		
		level/content area PLC action plans.		 How will we reteach the skill or strategy? How will we enrich the students that have learned the skill or strategy? How will we reassess the skill or strategy? What barriers are we facing and how will we address them? Are there skills that need 		

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	lesson to the entire class?		
	Leadership Team Level		
	-PLC facilitator shares		
	data to the CLT. The		
	CLT Cuilitaten illaham		
	CLT facilitator will share		
	with the Problem Solving		
	Leadership Team and the		
	Literacy Leadership. The		
	Problem-Solving Leadership		
	/ Literacy Leadership Team		
	will review assessment		
	data for positive trends at a		
	minimum of once per nine		
	weeks.		
	-Data will be used to plan		
	for future supplemental		
	instruction and teacher		
	support.		
	-Based on student data,		
	decisions are made for		
	professional development		
	and side by side coaching		
	support.		
	-Based on student data,		
	decisions are made to meet		
	student group and individual		
	needs.		
	First Nine Weeks Check		
	35% of Kindergarten students		
	scored in the green zone on		
	FAIR AP 1.		
	46% of First grade students		
	scored in the green zone on		
	FAIR AP 1.		
	50/ of Second grade students		
	5% of Second grade students		
	scored in the green zone on FAIR AP 1.		
	FAIR AF 1.		
	9% of Third grade students		
	scored in the green zone on		

	FAIR AP 1.	
	18% of Fourth grade students	
	scored in the green zone on	
	FAIR AP 1.	
	24% of Fifth grade students	
	scored in the green zone on	
	FAIR AP 1.	
	Second Nine Weeks Check	
	480/ of Vindergerten students	
	48% of Kindergarten students	
	scored in the green zone on	
	FAIR AP 2.	
	63% of First grade students	
	accord in the grade students	
	scored in the green zone on	
	FAIR AP 2.	
	12% of Second grade students	
	scored in the green zone on	
	Scoted in the green zone on	
	FAIR AP 2.	
	9% of Third grade students	
	scored in the green zone on	
	FAIR AP 2.	
	FAIK AF 2.	
	16% of Fourth grade students	
	scored in the green zone on	
	FAIR AP 2.	
	21% of Fifth grade students	
	scored in the green zone on	
	FAIR AP 2.	
	Data indicates we are emerging	
	and implementing reading	
	strategies with fidelity and that	
	we are currently working toward	
	instruction beview of the section of the section beview of the sec	
	instruction having a positive	
	effect on student achievement.	
	During progress monitoring	
	teachers displayed their data on	
	the electronic data wall.	
	Teachers also submitted their	
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			monthly RR/DRA scores to the reading coach.		
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 43% to 51%	Level of	2013 Expected Level of Performance:*			
Kindergarten-2 nd Grade Goals in Reading In grade 2, the percentage of students scoring a Stanine 4 or higher on the Reading Stanford 10 will increase from 46% to 51%. In grade 1, the percentage of students scoring a Stanine 4 or higher on the Reading Stanford 10 will increase from 53% to 58%.					

439	3% 51%			
469	5% 51%			
539	3% 58%			

1.0	1.0	1.2	1.0	1.0	
1.2.	1.2.	1.2.	1.2.	1.2.	
Teachers	Strategy	Who	Teacher Level:	2-3x Per Year	
understand how		Principal		-3-5 progress monitoring plan	
	strategy is to strengthen		lessons citing/using	- FAIR On-goingProgress	
		Reading Coach		Monitoring in comprehension	
	Students' reading		learning and use this	-DRA 2/RR	
	comprehension will		knowledge to drive future		
	improve through	<u>How</u>		Dashboard	
		-PLC logs turned into	-Teachers maintain their	Dashooard	
	~ ~	administration	assessments in student		
	Improvement Model	Administration provides	portfolios.	During Nine Weeks	
		feedback.	<u> </u>	-Running Records with	
	(C-CIM) with	-Determined by the visual		Miscue Analysis	
	core curriculum,	objective charts.	assessments in the on-line	-Student Portfolios -Fluency Checks	
	asking higher order	- Classroom walkthroughs		-Fluency Checks -Easy CBM	
	questions throughout	-Evidence of strategy in	-Teachers chart their	-Lasy CBM -Response Journals	
	all instruction	teachers' lesson plans	students' individual	Response sournais	
	and providing	seen during administration	progress using Clair Mel		
-Students reading	Differentiated	walkthroughs	Electronic Data Wall/		
needs hinder the	Instruction (DI) as	-PSLT will develop	Dashboard		
	a result of common	and maintain a fidelity			
other content areas.	assessments to ensure	monitoring plan that	PLC Level		
-Using the core	the mastery of essential	includes all of the SIP	-Using the individual		
reading series as	SKIIIS.	strategies. This walk-	teacher data, PLCs		
	Action Steps	through form will be used to	discuss student progress.		
using Sunshine	1. PLCs write SMART	monitor the implementation	-After assessments,		
	goals based on each	of the SIP strategies across	PLCs will consider the		
	nine weeks of material.	the entire faculty.	following questions:		
needs.	(For example, during	Monitoring data will be	1. How are we using data		
	the first nine weeks,	reviewed every nine weeks.	to inform our instruction?		
	75% of the students	i concore every nine weeks.	2. How will we reteach		
	will score an 80% or		the skill or strategy?		
	above on each unit of		3. How will we enrich the		
	instruction).		students that have learned		
	2. As a Professional		the skill or strategy?		
	Development activity		4. How will we reassess		
	in their PLCs,		the		
	teachers spend time		skill or strategy?		
	sharing, researching,		5. What barriers are we		
	teaching and modeling		facing and how will we		
	researched-based best-		address them?		
	practice strategies.		6. Are there skills that		
	3. PLC teachers		need to be re-taught in a		
	instruct students using		whole lesson to the entire		
	mon det students domg		more resson to the entire		

the core curriculum,	class?
incorporating DI	-PLCs will report and
strategies from their	share results with the
PLC discussions.	Curriculum Leadership
4. At the end of the	Team.
unit, teachers give a	
common assessment.	Leadership Team Level
5. Teachers bring	-PLC facilitator shares
assessment data back to	data to the CLT. The
the PLCs.	CLT facilitator will share
6. Based on the data,	with the Problem Solving
teachers discuss	Leadership Team. Team.
strategies that were	The Problem-Solving
effective.	
7. Based on the data,	Leadership Reading/
teachers a) decide	Leadership Team will
what skills need to be	review assessment data
re-taught in a whole	for positive trends at a
lesson to the entire	minimum of once per
class, b) decide what	nine weeks.
skills need to be moved	-Data will be used to plan
to mini-lessons or re-	for future supplemental
teach for the whole	instruction.
class and c) decide	-Based on student data,
what skills need to	decisions are made for
	professional development
re-taught to targeted	and side by side coaching
students and who will	support.
teach it.	-Based on student data,
8. Teachers provide	decisions are made to
Differentiated	meet student group and
Instruction to targeted	individual needs.
students (remediation	
and enrichment).	
9. PLCs record their	
work in logs.	First Nine Weeks Check
	35% of Kindergarten
	students scored in the green
	zone on FAIR AP 1.
	46% of First grade students
	scored in the green zone on
	FAIR AP 1.
	5% of Second grade students

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	scored in the green zone on
	FAIR AP 1.
	9% of Third grade students
	scored in the green zone on
	FAIR AP 1.
	18% of Fourth grade students
	scored in the green zone on
	FAIR AP 1.
	24% of Fifth grade students
	scored in the green zone on
	FAIR AP 1.
	Second Nine Weeks Check
	48% of Kindergarten
	students scored in the green
	zone on FAIR AP 2.
	63% of First grade students
	scored in the green zone on
	FAIR AP 2.
	12% of Second grade
	students scored in the green zone on FAIR AP 2.
	9% of Third grade students
	scored in the green zone on
	FAIR AP 2.
	16% of Fourth grade students
	scored in the green zone on
	FAIR AP 2.
	210/ - CE:Oh da
	21% of Fifth grade students
	scored in the green zone on FAIR AP 2.
	Data indicates we are
	emerging and implementing
	reading strategies with
	fidelity and that we are
	currently working toward
	instruction having a

	positive effect on student achievement.
	During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their monthly RR/DRA scores to the reading coach.

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1.3.	1.3.	1.3.	1.3.	1.3.	
Teachers		Who	Teacher Level:	2-3x Per Year	
knowledge base	Common Core	Principal	Teachers reflect on	-3-5 progress monitoring plan	
of this strategy	Reading Strategy	Assistant Principal	lessons citing/using	- FAIR On-goingProgress	
	Across all Content				
needs professional	Areas	Reading Coach		Monitoring in comprehension	
development.	Teachers need to		learning and use this	-DRA 2/RR	
Training for this	understand how to	How	knowledge to drive future		
strategy is being	design and deliver a	-PLC logs turned into		Dashboard	
rolled out in 12-13.	close reading lesson.	administration	-Teachers maintain their		
-Training all	Student reading			During Nine Weeks	
content area	comprehension	ICCUDACK.	portfolios.	-Running Records with Miscue Analysis	
teachers	improves when	-Determined by the visual	reachers mannam men	-Student Portfolios	
	students are engaged	objective charts.	assessments in the on-line	-Fluency Checks	
	in close reading	- Člassroom walkthroughs	grading system.	-Easy CBM	
	instruction using	-Evidence of strategy in	-Teachers chart their	-Response Journals	
	complex text. Specific		students' individual	-	
	close reading strategies	seen during administration	progress using Clair Mel		
	include: 1) multiple	walkthroughs	Electronic Data Wall/		
	readings of a passage	-PSLT will develop	Dashboard		
	2) asking higher-	and maintain a fidelity			
	order, text-dependent		PLC Level		
	questions, 3) writing	includes all of the SIP	-Using the individual		
	in response to reading	strategies. This walk-	teacher data, PLCs		
	and 4) engaging in text.	through form will be used to	discuss student progress.		
	based class discussion.	monitor the implementation	-After assessments.		
	All content area		PLCs will consider the		
	teachers are responsible		following questions:		
	leadeners are responsible	Monitoring data will be	1. How are we using data		
			to inform our instruction?		
			2. How will we reteach		
			the skill or strategy?		
			<i>3. How will we enrich the</i>		
			students that have learned		
			the skill or strategy?		
			4. How will we reassess		
			the skill or strategy?		
			5. What barriers are we		
			facing and how will we		
			address them?		
			6. Are there skills that		
			need to be re-taught in a		
			whole lesson to the entire		
			class?		
			ciuss?		

	-PLCs will report and	
	share results with the	
	Curriculum Leadership	
	Team.	
	Leadership Team Level	
	DLC Constitution level	
	-PLC facilitator shares	
	data to the CLT. The	
	CLT facilitator will share	
	with the Problem Solving	
	Leadership Team. Team.	
	The Problem-Solving	
	Leadership Reading/	
	Leadership Team will	
	review assessment data	
	for positive trends at a	
	minimum of once per	
	nine weeks.	
	-Data will be used to plan	
	for future supplemental	
	instruction.	
	-Based on student data,	
	decisions are made for	
	professional development	
	and side by side coaching	
	support.	
	-Based on student data,	
	-Dased on student data,	
	decisions are made to	
	meet student group and	
	individual needs.	
	First Nine Weeks Check	
	35% of Kindergarten	
	students scored in the green	
	zone on FAIR AP 1.	
	46% of First grade students	
	scored in the green zone on	
	FAIR AP 1.	
	5% of Second grade students	
	scored in the green zone on	
	FAIR AP 1.	

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	9% of Third grade students
	scored in the green zone on
	FAIR AP 1.
	18% of Fourth grade students
	scored in the green zone on
	FAIR AP 1.
	FAIX AF 1.
	24% of Fifth grade students
	scored in the green zone on
	FAIR AP 1.
	Second Nine Weeks Check
	Second Mile Weeks Check
	480/ of Vindergarten
	48% of Kindergarten
	students scored in the green
	zone on FAIR AP 2.
	63% of First grade students
	scored in the green zone on
	FAIR AP 2.
	12% of Second grade
	students scored in the green
	zone on FAIR AP 2.
	9% of Third grade students
	scored in the green zone on
	FAIR AP 2.
	16% of Fourth grade students
	10% of Fouring grade students
	scored in the green zone on
	FAIR AP 2.
	21% of Fifth grade students
	scored in the green zone on
	FAIR AP 2.
	Data indicates we are
	emerging and implementing
	reading strategies with
	fidelity and that we are
	currently working toward
	instruction having a
	positive effect on student
	achievement.
	achievement.

					During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their monthly RR/DRA scores to the reading coach.		
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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
	2.1.	2.1.	2.1.	2.1.	2.1.		
scoring Achievement Levels 4 or 5 in reading.		See					
		See Goals 1, 3, &					
		1, 3, &					
		4					
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 20%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15%	20%					
		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 improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
		5.1.	5.1.	5.1.	5.1.	
students making Learning	Teachers are	The purpose of	Who	Teacher Level:	2-3x Per Year	
Gains in reading.			Principal	Teachers reflect on lessons	-3-5 progress	
			Assistant Principal	citing/using specific	monitoring plan	
			Reading Coach	evidence of learning and	- FAIR On-going	
		Student's	Classroom Teacher	use this knowledge to drive	-Progress Monitoring in	
	-Finding	comprehension		future instruction.	comprehension	
	and using	of course content	How	-Teachers maintain their	-DRA 2/RR	
		improves by	-PLC logs turned	assessments in student	-Electronic Data Wall/	
	methods to	participation and	into administration.	portfolios.	Dashboard	
	check for	regular Checks	A durinintanting	-Teachers chart their		
	understanding.	for Understanding	provides feedback	students' individual progress	During Nine Weeks	
	-Teachers vary	during and at the	-Evidence of strategy	using Clair Mel Electronic	-Running Records with	
	in knowledge		in teachers' lesson	Data Wall/ Dashboard	Miscue Analysis	
	in how to	Action Steps	plans seen during	-Teachers maintain their	-Student Portfolios	
	assess students	PLCs identify the	administration	assessments in the on-line	-Fluency Checks	
	throughout the	essential skills and	walkthroughs.	grading system.	-Easy CBM	
		learning targets	wantinougno.		-Response Journals -Rubrics	
		for the upcoming		PLC Level		
		unit of instruction.		-Using the individual teacher		
		PLCs answer the		data, PLCs discuss student		
		question, "What do		progress.		
		we want students		-After assessments, PLCs		
		to learn?" (EET		will consider the following		
		Rubric 1e, 4d)		questions:		
		- With PLCs,		1. How are we using data to		
		teachers plan		inform our instruction?		
		ways to check for		2. How will we reteach the		
		understanding		skill or strategy?		
		throughout the		<i>3. How will we enrich the</i>		
		lesson (not just		students that have learned		
		at the end of the		the skill or strategy?		
		lesson). (EET		4. How will we reassess the		
		Rubric 1a, 3b, 4d)		skill or strategy?		
		-With PLCs		5. What barriers are we		
		teachers plan		facing and how will we		
		to incorporate		address them?		
		into their lessons		6. Are there skills that need		
		specific strategies		to be re-taught in a whole		
		to check for		lesson to the entire class?		
		understanding		-PLCs will report and share		
		during and at the		results with the Curriculum		
		close of the lesson		Leadership Team.		

-Think-Fairs-Share -Think-and Write -Break it Down -Break it Down (Tetach Like a Champion) -Exit Tickers Tetach Like a Champion) -Exit Tickers Tetach Like a Champion) -Check for Understanding Champion -Check for Understanding -Check for -Champion -Check for Understanding -Check for -Check for -Champion -Check for -C	 i i	i i	i	i
FAIR AP 1.	Think and Write Break it Down (Teach Like a Champion) Exit Tickets (Teach Like a Champion) Check for Understanding (Teach Like a Champion) (EET Rubric 1a, 3b, 4d) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they	 -PLC facilitator shares data to the CLT. The CLT facilitator will share with the Problem Solving Leadership Team. Team. The Problem- Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -Data will be used to plan for future supplemental instruction. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs. First Nine Weeks Check. 35% of Kindergarten students scored in the green zone on FAIR AP 1. 46% of First grade students scored in the green zone on FAIR AP 1. 5% of Second grade students scored in the green zone on FAIR AP 1. 9% of Third grade students scored in the green zone on FAIR AP 1. 		
FAIR AP 1. 18% of Fourth grade students scored in the green zone on		18% of Fourth grade students		

FAIR AP 1.
24% of Fifth grade students
scored in the green zone on
FAIR AP 1.
Second Nine Weeks Check
48% of Kindergarten students
scored in the green zone on
FAIR AP 2.
63% of First grade students
scored in the green zone on
FAIR AP 2.
12% of Second grade students
scored in the green zone on
FAIR AP 2.
9% of Third grade students
scored in the green zone on
FAIR AP 2.
16% of Fourth grade students
scored in the green zone on
FAIR AP 2.
21% of Fifth grade students
scored in the green zone on
FAIR AP 2.
Data indicates we are emerging
and implementing reading
strategies with fidelity and that
we are currently working toward
instruction having a positive
effect on student achievement.
During progress monitoring
teachers displayed their data on
the electronic data wall.
Teachers also submitted their
monthly RR/DRA scores to the
reading coach.
reaung coden.
The CLT members review bi
monthly PLC notes to plan

				professional development, coaching models, and common teaching trends. Teachers are implementing CIM lessons to drive instruction and charting student progress on Edline.			
	Level of Performance:*	2013 Expected Level of Performance:*					
	62	71					
	points	points					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	L.	L.			l	
4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%	Maating	Students' reading	Who	Teacher Level:	2-3x Per Year	
making learning gains in	-Meeting student	skills will improve		Teachers reflect on lessons	-3-5 progress monitoring	
reading.			Assistant Principal	citing/using specific		
	learning				plan	
	style and	ELP supplemental		evidence of learning and	- FAIR On-going	
	instructional	instruction on	Classroom Teacher	use this knowledge to drive	Progress Monitoring in	
	needs	targeted skills		future instruction.	comprehension	
	-Inconsistent	that are not at the	How	-Teachers maintain their	-DRA 2/RR	
	use of		PLC logs turned	assessments in student	Electronic Data Wall/	
	resources in	Action Steps	into administration.	portfolios.	Dashboard	
	classroom	1. Classroom	Administration	-Teachers chart their		
	instruction	teachers will	provides feedback.	students' individual progress	During Nine Weeks	
	-Lack of	communicate with	-Evidence of strategy	using Clair Mel Electronic	-Running Records with	
	complex texts.	the ELP teacher	in teachers' lesson	Data Wall/ Dashboard	Miscue Analysis	
		regarding specific	plans seen during		-Student Portfolios	
		skills that students	administration walk-	PLC Level	-Fluency Checks	
		have not mastered.	through.	-Using the individual teacher	-Easy CBM -Response Journals	
		2. ELP teachers	C C	data, PLCs discuss student	-Rubrics	
		with support from		progress.	ituorios	
		the Reading Coach		-After assessments, PLCs		
		and		will consider the following		
		Classroom Teacher		questions:		
		will identify		1. How are we using data to		
		lessons for students		inform our instruction?		
		that target specific		2. How will we reteach the		
		skills that are not at		skill or strategy?		
		the mastery level.		3. How will we enrich the		
		3. Students attend		students that have learned		
		ELP sessions 2-3		the skill or strategy?		
		times per week for		4. How will we reassess the		
		30 minutes.		skill or strategy?		
		4. Progress		5. What barriers are we		
		monitoring data		facing and how will we		
		will be collected		address them?		
		by the ELP teacher		6. Are there skills that need		
		on a weekly or		to be re-taught in a whole		
		biweekly basis		lesson to the entire class?		
		and communicated		-PLCs will report and share		
		back to the regular		results with the Curriculum		
		classroom and		Leadership Team.		
		Reading Coach.				
		5. When the		Leadership Team Level		
		students have		-PLC facilitator shares		
	I				II	

	. i i		
mastered		CLT. The CLT	
specific sl		vill share with the	
are exited		olving Leadership	
the ELP p		m. The Problem-	
support.	Solving Le		
8. PLCs r		eadership Team	
their work		assessment	
		sitive trends at a	
		of once per nine	
	weeks.	si onee per nine	
		be used to plan	
		upplemental	
	instruction		
		student data,	
		re made for	
		al development	
		side coaching	
	support.		
		student data,	
	decisions a	re made to meet	
	student gro	up and individual	
	needs.	•	
	First Nine W	Veeks Check	
	35% of Kind	lergarten students	
	scored in the	green zone on	
	FAIR AP 1.		
	46% of First	grade students	
		green zone on	
	FAIR AP 1.		
	50/ 60	nd arada atudanta	
		nd grade students e green zone on	
	FAIR AP 1.		
	PAIK AF 1.		
	9% of Third	grade students	
	scored in the	green zone on	
	FAIR AP 1.	č – – – – – – – – – – – – – – – – – – –	
	18% of Fou	th grade students	
		green zone on	
	FAIR AP 1.		
	0.407 07:01		
		grade students	
		green zone on	
	FAIR AP 1.		

i	 	1		
		Second Nine Weeks Check		
		Second TVINE Weeks Check		
		48% of Kindergarten students		
		scored in the green zone on		
		FAIR AP 2.		
		63% of First grade students		
		scored in the green zone on		
		FAIR AP 2.		
		120/ 66 1 1 / 1 /		
		12% of Second grade students scored in the green zone on		
		FAIR AP 2.		
		9% of Third grade students		
		scored in the green zone on		
		FAIR AP 2.		
		16% of Fourth grade students		
		scored in the green zone on		
		FAIR AP 2.		
		21% of Fifth grade students		
		scored in the green zone on		
		FAIR AP 2.		
		17mm 2.		
		Data indicates we are emerging		
		and implementing reading		
		strategies with fidelity and that		
		we are currently working toward		
		instruction having a positive		
		effect on student achievement.		
		During progress monitoring		
		teachers displayed their data on		
		the electronic data wall.		
		Teachers also submitted their		
		monthly RR/DRA scores to the		
		reading coach.		
		The CLT members review bi		
		monthly PLC notes to plan		
		professional development, coaching models, and common		
		teaching trends.		
		couring tronus.		
		Teachers are implementing CIM		
		lessons to drive instruction and		

Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 68 points to 76 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		charting student progress on Edline. ELP teachers submit monthly data and attendance to administration.			
	68	76					
	points	points					
		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 achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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%.	43%	48%	53%	58%	63% 68%		

Reading Goal #5:						
The percentage of students NOT satisfactory in each subgroup will be reduced by half over the next six years.						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1.	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Black/African American: 32% Hispanic: 45% White: 55% Y	Black/African American: 42% Hispanic: 51% White: 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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	^{5B.L.} See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					

	43% Y	N/A					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	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 be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
		See Goals 1, 3, & 4		5C.1.	5C.1.		
<u>Reading Goal #5C:</u> N/A.		2013 Expected Level of Performance:*					

	37% Y	N/A					
		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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
		sd.i.	5D.1.	5D.1.	5D.1.		
		See Goals 1, 3, &					
		1, 3, & 4					
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% Y	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading 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.				T (D (101 11		
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cougar Crawls	Head Start through 5th Grade	Reading Coach, AIS, Primary and Intermediate Teachers	Head Start through 5th Grade Teachers	On going, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team, Reading Coach, and Academic Intervention Specialist
easyCBM	Kindergarten through 5 th Grade	Reading Coach and School Psychologist	Kindergarten through 5 th Grade Teachers	October/ November 2012	Administrative walkthroughs, data reports, and PLC logs	Administrative Team, Reading Coach, and School Psycologist
Comprehension Toolkit: Primary and Intermediate Sessions	Kindergarten	Reading Coach and	Kindergarten through 5 th Grade Teachers	November/ December 2012	Administrative walkthroughs, lesson plan documentation, reflection sheets, and PLC logs	Administrative Team, Reading Coach, and Academic Intervention Specialist

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)).

Elementary School Mathematics 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

I. PCAT 2.0: Students 1.1. 1.1. 1.1. 1.1. scoring proficient in mathematics (Level 3-S), mathematica (Level 3-S), mathema		1 1	1 1	l1 1	1 1	1 1	
mathematics (Level 3-5). -Not all teachers Iter 1 - Ine Who principal -Teachers reflect on lessons dimposition assessments know how to identify students strategy is to strategy is to needs from core curiculum. Assistant Principal administretot to students' math -Teachers reflect on lessons dimposition administreton providence of learning and inture instruction. -District Borenautou -District Formative Math Not all needs from sessessments Students' math administration participation in teachers know HOW HOW HOW HOW HOW how to ask HOW Teachers maintain their provides feedback. -Teachers maintain their -PLC logs turned into assessments in student -District Formative Math Electronic Data Wall/ Data Malper order/ instruction based open-ended during student malyze data, plan -Classroom -Classroom walkthroughs Data Wall/Dashboard basessments -Chapter Tests -Chapter Tests -Chapter Tests -Chapter Tests -Chapter Tests -Chapter Tests -Chapter Tests -Chapter Tests -Chapter Tests -Inconsistent instruction. district level fidelity student testons plans. -Leck of instruction and the Math Resource Teacher. PLC facilitator will share data to Administration and the Math Resource Teacher. -Inconsistent integration and the Satre Leementary of Hands on Mathematics The		1.1.	1.1.	1.1.	1.1.	1.1.	
mathematics (Level 5-5).teacherspurpose of this strategy is to identify students tendeds from administered to skills will studentsPrincipal Assistant Principal Assistant Principal Assistant Principal CachersTeachers reflect on lessons titing/using specific use this knowledge to drive Teachers maintain their -Teachers scient to -Teachers maintain their -Teachers scient to -Teachers scient to -Teachers chart their -Teachers chart their -Teachers chart their -Teachers scient to -Teachers scient to -Teachers chart their -Teachers scient to -Teachers scient their -Teachers chart their -Teachers chart their -Teachers scient		-Not all	Tier 1 – The	Who	Teacher Level:	2-3x Per Year	
know how tostrategy is to identify studentsAssistant Principal identify studentsciting/using specific teachersand Mid-Year Testingidentify studentsministreatKanow how to identify students' math administered to skills willHow PLC logs turned into administration-Teachers maintain their -Teachers maintain their -Teachers maintain their -Teachers maintain their -Teachers chart their -Teachers chart their -Teachers chart their -Teachers chart their -Teachers vill participation in teachers knowHOTS participation in administration-Teachers chart their -Teachers chart their -Teachers chart their -Teachers chart their -Teachers vill provides -Teachers	mathematics (Level 3-5).						
identify studentMath Resource Teacher evidence of learning and use this knowledge to driveDistrict Formative Math Testsadministered toskills will administered toHow-TeachersDistrict Formative Math Tests-Not all bow to askimprove through administration-Teachers maintain their assessments in student-MYT test-Not all bow to askHOTS activitiesAdministration provides feedbackTeachers maintain their assessments in student-MYT test-Not all bow to askTeachers will teachers will-Teachers chart their provides feedbackTeachers chart their assessments individual progressDashboard-Not ata, include questionsHOT questions strategies using the instructionTeachers will review the data to determine the number atleast 70% mastery on assessmentsDiring Nine Weeks Chapter Tests-Lasson-Diring vine see strategies using the trategies using the trategies using the trategies using the strategies using the theck tool.PLCs will review the data to determine the number atleast 70% mastery on assessmentsBig Idea Assessments-Big Idea Assessments-Diring Nine Weeks toolEvidence of HOT atleast 70% mastery on assessmentsBig Idea Assessments-Inconsistent integrationIn Offer Assessment and Data Analysis integration-Direonsitering the Elementary-Big Idea Assessments-Inconsistent integrationIn Data Analysis integration-Evidence records the Elementary-Direonsitering the Atla to Administration and that the Atla							
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administered to students.skills will improve through -PLC logs turned into administration -PLC logs turned into teachers know-PLC logs turned into assessments in student -PLC logs turned into assessments in student-MYT test -POY test -POY testNow to ask higher order/ analyze data, plan questionsHOTS activitiesAdministration -Administration-Teachers chart their -Teachers chart their Dashboard-MYT test -EV test -EV test -Dashboardopen-ended instruction based questionsreachers will analyze data, plan -Classroom-Classroom wilkthroughsStudents' individual progress -Classroom-Classroom -Classroomvestions questionson data, include distruction besingobserving these these-Chapter Tests -Chapter Tests -Mini Benchmark-Lack of student turing math during math -Lack of increase rigor in tudent -Lack of increase rigor in tudent -Lack of increase rigor in -Lock tool.esson plans. -Evidence of HOT questions in weekly esson plansPLC facilitator will share data to Administration and the MA Resource TeacherBig Idea AssessmentsPLC facilitator will share -Inconsistent integration in the Elementary of Hands on Mathematics Instruction of Hands on Mathematics-Der factor in the administration and the MA Resource TeacherMini Benchmark -Action Steps; lesson plansInstruction ad the gargement -Inconsistent and Data Analysis-Der factor will share data to Administration and the MA Resource TeacherHoT sets -HoT sets-Instruction ad utriggrati						F	
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during math lessonsAction Steps: lesson planslesson plans pDS inservice recordsPLC facilitator will share data to Administration and the Math Resource Teacher Inconsistent integrationand Data Analysis in the Elementary of Hands on Instruction and Classroom training use of mathDES inservice records the Math Resource Teacher Inconsistent integrationMathematics Classroom training use of mathThe Curriculum Leadership Team will review		student	lesson plans.	-Evidence of HOT	at least 70% mastery on		
lessons1.Offer Assessment-PDS inservice recordsPLC facilitator will share- Inconsistentand Data Analysisdata to Administration andintegrationin the Elementarythe Math Resource Teacher.of Hands onMathematicsInstruction andClassroom trainingThe Curriculum Leadershipuse of math2. HOT TalkTeam will review			_		assessments.		1
- Inconsistent and Data Analysis data to Administration and integration in the Elementary of Hands on Mathematics Instruction and Classroom training use of math 2. HOT Talk Team will review Teacher		during math					1
integration in the Elementary of Hands on Mathematics Instruction and Classroom training use of math 2. HOT Talk Team will review		lessons	1.Offer Assessment				
of Hands on Instruction and use of mathMathematics2. HOT TalkThe Curriculum Leadership							
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use of math 2. HOT Talk Team will review							1
							1
manimulations and Const Manage International Actor Constants International							1
		manipulatives	and Cool Moves		assessment data for trends a		1
training at Clair- minimum of once per nine							1
Mel weeks.					weeks.		1
3. PLCs write		1					
SMART goals District Math Team-							1
based on each nine Monthly meetings to support						t	1
weeks of material. progress is discussed at							1
(For example, Resource Teacher/Lead							1
during the first nine Teacher meetings		1			l eacher meetings		
weeks, 75% of the		1			I. 4. 14 - 1 - 14 - 14 - 14 - 14 - 14 - 1		
students will score Individual site support is		1					
an 80% or above provided as needed based on					-		1
on each unit of data.		1			data.		
instruction.) A Take strategies First Nine Weeks Check					First Nine Weeks Check		1
A. Lake subleges					institute weeks chock		1
learned from On the District Mathematics			learned from		On the District Mathematics		

 i	
training and discuss	Formative 1 Test, the mean
in PLC	scores for grades 3-5 are listed
5. As a	below:
Professional	Grade 3 – 55.6%
Development	Grade 4 – 49.2%
activity in their	Grade 5 – 61.6%
PLCs, teachers	Second Nine Weeks Check
discuss HOT	
strategies and	On the District Mathematics
how they can be	Formative 2 Test, the mean
implemented in the	scores for grades 3-5 are listed
upcoming lessons.	below:
6. Teachers	Grade 3 – 57.8%
implement the	Grade 4 – 54.3%
	Grade 5 – 44.6%
targeted higher	
order questioning	Data indicates we are emerging
strategies in their	in implementing math strategies
lessons.	with fidelity and that we are
7. Teachers	currently working toward
implement	instruction having a positive
the common	effect on student achievement.
assessments.	
8. Teachers bring	During progress monitoring
assessment data	teachers displayed their data on
	the electronic data wall.
back to the PLCs.	
9. PLCs study	ELP teachers submit monthly
specifically	data and attendance to
students' responses	administration.
to the higher order	
questions to assess	
students' higher	
order thinking	
processes.	
10. Based on	
data, PLCs use	
the problem-	
solving process	
to determine next	
steps of higher	
order strategy	
implementation.	
11. PLCs record	
their work in the	
PLC logs.	
I LC 10gs.	

Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 42% to 51%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Kindergarten-2 nd Grade Goals in Math					
In grade 2, the percentage of students scoring a Stanine 4 or higher on the Math Stanford 10 will increase from 61% to 66%.					
In grade 1, the percentage of students scoring a Stanine 4 or higher on the Math Stanford 10 will increase from 56% to 61%.					

	42%	51%					
	61%	66%					
	0170	0070					
	56%	61%					
		1.2.	1.2.		1.2.	1.2.	
		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:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	2.1.	2.1.	2.1.	2.1.	2.1.	i de la constante de
2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in	-Not all	Tier 1 – The	Who	Teacher Level:	2-3x Per Year	
mathematics.	teachers are	purpose of this	Principal	-Teachers reflect on lessons	District Baseline and	
	aware of how			citing/using specific	Mid-Year Testing	
	to increase	strengthen the		evidence of learning and	_	
	the depth and	core curriculum.	Teachers	use this knowledge to drive	-BOY test	
	rigor necessary	Students' math		future instruction.	-MYT test	
	to meet the	skills will	How	-Teachers maintain their	-EOY test	
	needs of these		-PLC logs turned into	assessments in student	Electronic Data Wall/	
	students.			portfolios.	Dashboard	
		lessons designed to		-Teachers chart their		
		increase knowledge		students' individual progress	During Nine Weeks	
		of depth and		using Clair-Mel Electronic		
				Data Wall/ Dashboard	-Chapter Tests	
		Teachers will look			-Show What You Know	
			strategies using the	-PLCs will review the data	-Big Idea Assessments	
				to determine the number	-Benchmark Mini-	
		rigor of each of the		of students demonstrating	Assessments	
		benchmarks.		at least 70% mastery on		
				assessments.		
		Action Steps: 1. Teachers review	lesson plans	-PLC facilitator will share		
		and analyze the		data to Administration and		
		standards.		the Math Resource Teacher.		
		2. Teachers		the Math Resource Teacher.		
		highlight the depth		-The Curriculum Leadership		
		and rigor of each		Team will review		
		benchmark.		assessment data for trends		
		3. PLCs write		a minimum o once per nine		
		SMART goals		weeks.		
		based on each nine				
		weeks of material.		District Math Team-		
		(For example,		Monthly meetings to support		
		during the first nine		progress is discussed at		
		weeks, 75% of the		Resource Teacher/Lead		
		students will score		Teacher meetings		
		an 80% or above		_		
		on each unit of		Individual site support is		
		instruction.		provided as needed based on		
		4. As a		data.		
		Professional		L		
		Development		First Nine Weeks Check		
		ļ				

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

				i
		On the District Mathematics		
		Formative 1 Test, the mean		
		scores for grades 3-5 are listed		
	honohmarka haina	below:		
	11 1:	Grade 3 – 55.6%		
		Grade 4 – 49.2%		
	increase the rigor	Grade 5 – 61.6%		
	e e			
		Second Nine Weeks Check		
	in classroom.			
	reachers will also	On the District Mathematics		
	use the DOL miks	Formative 2 Test, the mean		
1		scores for grades 3-5 are listed		
	highlighting the	below: Grade 3 – 57.8%		
	1 1 1	Grade $4 - 54.3\%$		
	· -	Grade 5 – 44.6%		
	benchmarks.	Siuce 5 - +1.070		
	5 Taasham			
		Data indicates we are emerging		
		in implementing math strategies		
	lessons with depth	with fidelity and that we are		
	and rigor strategies	currently working toward		
		instruction having a positive		
	Les.	effect on student achievement.		
	6. Teachers			
j	implement	During progress monitoring teachers displayed their data on		
1	the common	the electronic data wall.		
	assessments.	the electronic data wan.		
	7. Teachers bring	ELP teachers submit monthly		
		data and attendance to		
		administration.		
	8. Using the data,	administration.		
	teachers discuss			
	the effectiveness of			
	the rigor and depth			
	strategies that were			
	implemented.			
	9. Based on			
	data, PLCs use			
	the problem-			
	solving process			
	to determine next			
	steps of rigor			
	and depth lesson			
	planning.			
	planning.			
	10. PLCs record			

		their work in the PLC logs.					
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 15% to 20%.		2013 Expected Level of Performance.*					
	15%	20%					
		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 improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	2 1	2 1	2 1	2 1	2 1	
	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning	-Teachers	Strategy/Task	Who	Teacher Level	2-3x Per Year	
gains in mathematics.			-Principal		District Baseline and	
	41.00	achievement			Mid-Year Testing	
	after the lesson	improves when		knowledge to drive future		
	is taught	teachers use on-			-BOY test	
		going student data	How		-MYT test	
		to differentiate	-PLCS turn their logs	assessments in the on-line	-EOY test	
	11.00	instruction.	into administration and/	grading system.	Electronic Data Wall/	
	the lesson	monuction.	or coach after a unit of		Dashboard	
	when new	Actions/Details	instruction is complete.	grading system data to		
	content is	Within PI Cs	-PLCs receive feedback		During Nine Weeks	
		Before Instruction		progress towards the		
		and During	-Administrators and	development of their	-Chapter Tests	
	at varving	Instruction of New	coaches attend targeted	individual/PLC SMART	-Show What You Know	
	levels of using	Content	PLC meetings	Goal.	-Big Idea Assessments	
		-Using data	-Progress of		-Benchmark Mini-	
		from previous	PLCs discussed at	PLC Level	Assessments	
	strategies.	assessments and		-Using the individual teacher		
	-Teachers tend	daily classroom		data, PLCs calculate the		
	to give all	performance/		SMART goal data across all		
	students the	work, teachers	Training offered for	classes/courses.		
	same lesson,	plan Differentiated	teachers to take.	-PLCs reflect on lesson		
	handouts, etc.	Instruction		outcomes and data used to		
		groupings and		drive future instruction.		
		activities for		- For each class/course,		
		the delivery of		PLCs chart their overall		
		new content in		progress towards the		
		upcoming lessons.		SMART Goal.		
		-Differentiate				
		Instruction		Leadership Team Level		
		Training offered		-PLC facilitator/ Subject		
		for teachers to take		Area Leader/ Department		
		In the classroom		Heads shares SMART		
		-During the		Goal data with the Problem		
		lessons, students		Solving Leadership Team.		
		are involved in		-Data is used to drive		
		flexible grouping		teacher support and student		
		techniques		supplemental instruction.		
		PLCs <u>After</u>		First Nine Weeks Check		
		Instruction		- net tyme to eas cheek		
		-Teachers reflect		On the District Mathematics		
		and discuss the		Formative 1 Test, the mean		

	i i i i i i i i i i i i i i i i i i i			
C		scores for grades 3-5 are listed		
1		below:		
	Use student	Grade 3 – 55.6%		
	lata to identify	Grade 4 – 49.2%		
		Grade 5 – 61.6%		
	successful DI			
	echniques	Second Nine Weeks Check		
f	for future			
i i i	mplementation.	On the District Mathematics		
		Formative 2 Test, the mean		
		scores for grades 3-5 are listed		
	sorring question	below:		
	notocol, lucitury	Grade 3 – 57.8%		
s	students who	Grade $4 - 54.3\%$		
r	need re-teaching/	$G_{1} = \frac{1}{5} = \frac{1}{5$		
	nterventions	Grade 5 – 44.6%		
	and how that			
		Data indicates we are emerging		
		in implementing math strategies		
p p p p p p p p p p p p p p p p p p p	biovided.	with fidelity and that we are		
		currently working toward		
	essential skills that	instruction having a positive		
		effect on student achievement.		
	learn?	effect off student achievement.		
	• What are the	Dening and successive in a		
	1.11 / . /	During progress monitoring		
		teachers displayed their data on		
	need re-	the electronic data wall.		
	• • • •	ELP teachers submit monthly		
		data and attendance to		
	need to be re-	administration.		
	taught to the whole			
	class?			
	• What skill(s)			
	need to be re-			
	taught in targeted			
	students/groups?			
	• Who is not			
	learning?			
	• Why are they			
	not learning?			
	Which students			
	will need some			
	additional			
	assistance to			
	attain the targeted			
	knowledge and			
	skills?			
	Which students			
	will need the			

most additional		
assistance to		
attain the targeted		
knowledge and		
skills?		
• What are we		
going to do about		
students not		
learning?		
• How are we		
going to re-		
teach the skill		
differently?		
"How long		
will students		
participate in the		
intervention?		
Who is		
responsible for		
implementing the		
implementing the		
re-teaching and		
interventions?		
What data		
will we use to		
determine if our		
re-teaching/		
interventions are		
working?		
• How will we use		
what we learned		
from the problem		
solving process		
to design future		
Di legger future		
DI lessons for		
new content?		
(proactive instead		
of reactive).		
-Additional action		
steps for this		
strategy are		
outlined on		
grade level/		
content area		
PLCs.		

finalien alles Goal (13).	Level of Performance:*	2013 Expected Level of Performance:*					
	61	70					
	points	points					
		3.2.	3.2.	3.2.	3.2.	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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	i			L	1	
	4.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%	-Teachers are	Strategy	Who	Teacher Level	2-3x Per Year	
making learning gains in	- Teachers are		Principal		District Baseline and	
	levels with	this strategy is	AP		Mid-Year Testing	
	checking for			knowledge to drive future	ivitu- i car i esting	
	understanding.	core curriculum.			-BOY test	
	-Finding	Student's	How	-Teachers maintain their	-MYT test	
		comprehension			-EOY test	
	and using appropriate				Electronic Data Wall/	
		improves by	-Administration		Dashboard	
	methods to check for			grading system data to	Dashooard	
	understanding.	regular Checks	^ ·		During Nine Weeks	
	Tasahana ara		coaches attend targeted		-Chapter Tests	
	in knowledge	during and at the		development of their	-Show What You Know	
				individual/PLC SMART	-Big Idea Assessments	
	in how to assess students	close of the lesson.	PLCs discussed at	Goal.	-Big face Assessments -Benchmark Mini-	
	throughout the	Action Steps	Curriculum Leadership		Assessments	
	entire lesson.	PLCs identify the	1	PLC Level	Assessments	
	entire lesson.	essential skills and		-Using the individual teacher		
		learning targets		data, PLCs calculate the		
		for the upcoming		SMART goal data across all		
			take.	classes/courses.		
		PLCs answer the	-Classroom	-PLCs reflect on lesson		
		question, "What do		outcomes and data used to		
				drive future instruction.		
			strategies using the	- For each class/course,		
				PLCs chart their overall		
				progress towards the		
		teachers plan		SMART Goal.		
		ways to check for				
		understanding		Leadership Team Level		
		throughout the		-PLC facilitator/ Subject		
		lesson (not just		Area Leader/ Department		
		at the end of the		Heads shares SMART		
		lesson). (EET		Goal data with the Problem		
		Rubric 1a, 3b, 4d)		Solving Leadership Team.		
		-With PLCs		-Data is used to drive		
		teachers plan		teacher support and student		
		to incorporate		supplemental instruction.		
		into their lessons		**		
		specific strategies		First Nine Weeks Check		
		to check for				
		understanding		On the District Mathematics		
		-		Formative 1 Test, the mean		

		during and at the		scores for grades 3-5 are listed			
		close of the lesson		below: Grade 3 – 55.6%			
		such as:		Grade $4 - 49.2\%$			
		Think-Pair-Share		Grade 5 – 61.6%			
		Think and Write		01.070			
		Break it Down		Second Nine Weeks Check			
		(Teach Like a					
		Champion)		On the District Mathematics			
		Exit Tickets		Formative 2 Test, the mean			
		(Teach Like a		scores for grades 3-5 are listed			
		Champion)		below:			
		Check for		Grade 3 – 57.8%			
		Understanding		Grade $4 - 54.3\%$			
		(Teach Like a		Grade 5 – 44.6%			
		(Teach Like a Champion)					
		Champion		Data indicates we are emerging			
				in implementing math strategies			
		-PLCs identify		with fidelity and that we are			
				currently working toward			
		the common		instruction having a positive			
		assessment for the		effect on student achievement.			
		upcoming unit of		D :			
		instruction. PLCs		During progress monitoring teachers displayed their data on			
		are answering the		the electronic data wall.			
		question, "How do		the electronic data wall.			
		we know if they		ELP teachers submit monthly			
		have learned it?"		data and attendance to			
				administration.			
Mathematics Goal #4:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
Points earned from students	Performance:*						
in the bottom quartile making							
learning gains on the 2013							
FCAT Math will increase from							
52 points to 61 points.							
p2 points to 61 points.							
	52	61					
	points	points					
	pomes	L					
		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 achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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%. Math Goal #5: The percentage of students NOT satisfactory in each subgroup will be reduced by half over the next six years.	42%	47%	52%	57%	62% 67%		
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics		5A.1. See goals 1, 3 & 4	5A.1.	5A.1.	5A.1.		

Mathematics Goal #5A: The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 44% to 52%.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	American: 38% Y Hispanic:	Black/African American: N/A Hispanic: 52% White: 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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	42% Y	N/A					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	37% Y	N/A					
		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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
ezt staatht inth	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Disabilities (SWD) not making satisfactory							
progress in mathematics.							
Mathematics Goal #5D:	2012 Current	2013 Expected Level					
N/A	Level of Performance:*	of Performance:*					
	26%	N/A					
	Y						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	
	() 1 11 (C 1		<u> </u>			ļ	<u>ا</u> ــــــــــــــــــــــــــــــــــــ

End of Elementary or Middle School Mathematics Goals

<u>Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)</u>

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

Algebra EOC 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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.		
Algebra Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	
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		1.3. Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	1.3. Student Evaluation Tool	1.3.	

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.		
Algebra Goal #2: Enter narrative for the goal in this box.	evel of	2013 Expected Level of Performance:*				
					2.2.	

End of Algebra EOC Goals

Mathematics 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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOT Talk and Cool Moves Training	0	District Math Resource Teacher	Kindergarten through 5th Grade Teachers	October/ November 2012	Administrative walkthroughs, pre/post test, and PLC logs	Administration Team, District Math Resource Teacher, and Math Coach
Differentiated Instruction	0	District Title I Office and AP	Kindergarten through 5th Grade Teachers	November 2012	Administrative walkthroughs, pre/post test, and PLC logs	Administration Team and Math Coach
Cougar Crawls	Head Start through 5th Grade	Math Coach, Primary and Intermediate Teachers		On going, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team and Math Coach

End of Mathematics Goals

Elementary and Middle School 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 Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	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 (Level	-No Science	Strategy	Who	Teacher Level:	2-3x Per Year	
3-5) in science.	Resource		Principal	-Teachers reflect on lessons		
		of this strategy		citing/using specific evidence	Formative	
			Science Contacts	of learning and use this	Assessments:	
		the core	Selence Contacts	knowledge to drive future	-Common Assessment	
		curriculum.	How		using National	
		Students'	-PLC logs turned into	-Teachers attend at least	Geographic Series	
		science	administration	one science professional	-Grade 5 Revised Test	
	use of science	comprehension	Administration provides	development training	1	
	vocabulary	will improve	feedback.	-Teachers will utilize science	-KEOY Science Test	
	development	through	-Evidence of the DI in	notebooks and word walls in	-Grade 1-5 Science	
	through	teachers	teachers' lesson plans	the classroom	-Grade K-4 District	
		using C-CIM	seen during administration	-Teachers maintain their	End of Year Test	
	-Student lack	(Continuous	walkthroughs.	assessments in student	-Electronic Data Wall/	
	of engagement	Improvement	-Classroom walkthroughs	portfolios.	Dashboard	
	in science	Model)	observing this strategy.	-Teachers chart their		
	instruction.	with core		students' individual progress	During Nine Weeks	
		curriculum,	investigations	using Clair-Mel Electronic		
		science	-Stem Fair Science Night	Data Wall/Dashboard	-Science Notebooks	
	Order Thinking	notebooks,	C C		with rubric	
		science word		-PLCs will review	-Student Portfolios	
	-Students lack			Benchmark Assessments and		
		Differentiated		record the number of students		
		Instruction			Dashboard	
		(DI).		the assessment.		
	knowledge					
	-Teachers lack			-PLC facilitator and 5th Grade		
		1. PLCs write		Science Teachers will share		
	development in			data with the Curriculum		
		based on each		Leadership Team. The		
		nine weeks of		Curriculum Leadership		
		material.		Team will review assessment		
		2. As a		data for positive trends at a		
		Professional		minimum of once per nine		
		Development		weeks.		
		activity in		First Nine Weeks Check		
		their PLCs,		institute weeks cheek		
		teachers spend		On the District Science		
		time sharing,		Formative 1 Test, the mean		
		researching,		scores for 5 th grade is 40.3%		
		teaching, and				
		modeling		Second Nine Weeks Check		

i i	1		
inquiry based			
instruction	On the District Science		
strategies.	Formative 2 Test, the mean		
3. PLC teachers	scores for 5 th grade is 45.8%		
instruct			
students	Data indicates we are emerging		
using the core	in implementing science		
	strategies with fidelity and that		
curriculum.	we are currently working toward		
4. At the end	instruction having a positive		
of the unit,	effect on student achievement.		
teachers give			
	During progress monitoring		
assessment	teachers displayed their data		
identified	on the electronic data wall.		
from the core	District personnel have been out		
curriculum	to support the 5 th grade team in		
	their science instruction and data		
material.	analysis.		
5. Teachers	5		
bring	Saturday Academy for science		
	is happening twice a month.		
data back to the	Teachers are required to		
	submit data and attendance to		
6. Based on the	administration.		
data, teachers			
discuss			
inquiry based			
instruction			
strategies that			
were effective.			
7 Based on			
data, PLCs use			
the problem-			
solving process			
to determine			
next steps of			
planning.			
8. PLCs record			
their work in			
the PLC logs.			

Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 25% to 30%.	Level of	2013 Expected Level of Performance:*					
	25%	30%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
I avals 1 or 5 in science			Who	Teacher Level:	2-3x Per Year	
	Resource	The purpose of		-Teachers reflect on lessons	Formative	
		this strategy is		citing/using specific evidence	Assessments:	
	-Teachers are	to strengthen	Science Contact	of learning and use this	-Common Assessment	
	at varying skill			knowledge to drive future	using National	
	levels in the		How	instruction.	Geographic Series	
			-PLC logs turned into	-Teachers attend at least	-Grade 5 Revised Test	
			administration	one science professional	1	
		the 5E lesson	Administration provides	development training	-KEOY Science Test	
	model.	plan model.	feedback.	-Teachers will utilize science		
	-Teachers need		-Evidence of the DI in	notebooks and word walls in		
			teachers' lesson plans	the classroom	End of Year Test	
	in planning		seen during administration		-Electronic Data Wall/	
			walkthroughs.	assessments in student	Dashboard	
		taught	-Classroom walkthroughs			
	-Teachers vary	improves	observing this strategy.	-Teachers chart their	During Nine Weeks	
	in knowledge		-School wide long term investigations	students' individual progress using Clair-Mel Electronic	-Science Notebooks	
		using C-CIM		Data Wall/Dashboard	with rubric	
	assess students	(Continuous	-Stelli Fall Science Night	Data Wall/Dashooald	-Student Portfolios	
	throughout the	Improvement		-PLCs will review	-Chapter Assessments	
		Model)			-Electronic Data Wall/	
		with core		record the number of students		
		curriculum,		who reach 70% mastery on	Dushoouru	
		science		the assessment.		
		notebooks,				
		science word		-PLC facilitator and 5th Grade		
		walls, and		Science Teachers will share		
		Differentiated		data with the Curriculum		
		Instruction		Leadership Team. The		
		(DI).		Curriculum Leadership		
				Team will review assessment		
		Action Steps		data for positive trends at a		
		1. District		minimum of once per nine		
		Science		weeks.		
		Resource will		L		
		hold a powerful		First Nine Weeks Check		
		science		On the District Science		
		planning		Formative 1 Test, the mean		
		professional		scores for 5 th grade is 40.3%		
		development		_		
		multi-day		Second Nine Weeks Check		

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training course			
2. PLCs	On the District Science		
identify the	Formative 2 Test, the mean		
essential skills	scores for 5th grade is 45.8%		
and learning			
targets for the	Data indicates we are emerging		
upcoming unit	in implementing science		
of instruction.	strategies with fidelity and that		
	we are currently working toward		
PLCs answer	instruction having a positive		
the question,	effect on student achievement.		
"What do we			
want students	During progress monitoring		
to learn?"	teachers displayed their data		
(EET Rubric	on the electronic data wall.		
1e, 4d)	District personnel have been out		
3. With PLCs,	to support the 5 th grade team in		
teachers plan	their science instruction and data		
ways to engage	analysis.		
students			
	Saturday Academy for science		
throughout the	is happening twice a month.		
lesson. (EET	Teachers are required to		
Rubric 1a, 3b,	submit data and attendance to		
4d)	administration.		
4. With PLCs			
teachers plan			
to incorporate			
into their			
lessons specific			
strategies			
to check for			
understanding			
during and at			
the close of the			
lesson such as:			
Think-Pair-			
Share			
Think and			
Write			
Break			
it Down			
(Teach Like a			
Champion)			
Exit Tickets			
(Teach Like a			
Teach Like a			

Le	112 Current_ evel of	Champion) Check for Understanding (Teach Like a Champion) (EET Rubric 1a, 3b, 4d) 5.PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" 2013Expected. Level of Performance:*					
	3%	10%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Powerful Planning Training	Head Start through 5th Grade	District Science Resource Teachers	Head Start through 5th Grade Teachers		Administrative walkthroughs, pre/post test, and PLC logs	District Science Resource Teachers, Administrative Team, Instructional Coaches, and Science Contacts
Cougar Crawls	Head Start through 5th Grade	Science Contacts, Primary and Intermediate Teachers		On going, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team, Instructional Coaches, and Science Contacts

End of Science 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	Barrier	Strategy	be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
improvement for the following group:						

Writing/Language Arts Goals

1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Loval 2.0 on high on		<u>Strategy</u>	Who		-Student monthly	
• • • •	know how to		Principal	-Teacher reviews daily drafts		
U U	plan and execute	mode-specific	AP		formative assessments	
	writing lessons		Writing Resource		-Student daily drafts	
	with a focus		District Supervisor and	practices across the school	-Student revisions	
	on mode-based	use of Writers' Workshop/daily	Writing Team		-Student portfolios	
	writing. -Not all teachers	instruction with	Haw	the best practice of others - Use what is learned to	-Star Interviews with student revisions	
	know how to		<u>How</u> -PLC logs turned into	begin the cycle again, revise		
	review student	specific writing.	administration	as needed, increase scale if	- Conterencing notes	
	writing to	specific writing.		possible, etc.		
	determine trends	Action Steps	Observation Form	- Take additional		
	and needs in	-Based on	-Conferencing while using	professional development in		
	order to drive	baseline data,		areas of need		
	instruction.	PLCs write	(for coaches)	- Seek additional		
	-All teachers	SMART goals	- Evidence of mode-	professional knowledge		
	need training to		based instruction in	through book studies/		
	score student	Period. (For	teachers' lesson plans	research		
			seen during administration	-Plan ongoing monitoring of		
			walkthroughs	the solution(s)		
		Period, 50%				
		of the students		-PLC discussions and		
	provided by the	will score 4.0 or		analysis of student writing to		
	state.	above on the end-		determine trends and needs		
		of-the Grading Period writing		Whiting Cooch will read and		
		prompt.)		- Writing Coach will review and record the number of		
		prompt.)		students who demonstrate		
		Plan:		mastery on the assessment.		
		-Professional		mastery on the assessment.		
		Development for		-Writing Coach will share		
		updated rubric		data with the Curriculum		
		courses		Leadership Team. The		
		-Professional		Curriculum Leadership		
		Development		Team will review assessment		
		for instructional		data for positive trends at a		
		delivery of mode-		minimum of once per nine		
		specific writing		weeks.		
		-Training to				
		facilitate data-		First Nine Weeks Check		
		driven PLCs		In the month of September		
		-Using data		17 % of students scored a		
Hillsborough 2012	ļ		ļ			

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	to identify	3 or higher on the narrative	
	trends and drive	monthly demand writes.	
	instruction		
	-Lesson planning	4% of students scored a	
	based on the	level 3 or higher on the	
	needs of students	informational October	
		demand writes.	
	<u>Do:</u>	definition writes.	
	-Daily/ongoing		
	models and	Second Nine Weeks Check	
		Schold while weeks check.	
	application of	36% of students scored	
	appropriate		
	mode-specific	a level 3 or higher on the	
	writing based on	narrative November demand	
	teaching points	writes.	
	-Daily/ongoing		
	conferencing	12% of students scored	
		a level 3 or higher on the	
	Check:	informational December	
	-Review of daily	demand writes.	
	drafts and scoring		
	monthly demand	40% of students scored	
	writes	a level 3 or higher on the	
	-PLC discussions	narrative January demand	
	and analysis of	writes.	
		writes.	
	student writing to	Data indicates we are emerging	
	determine trends	in implementing writing	
	and needs	strategies with fidelity and that	
		we are currently working toward	
	<u>Act:</u>	instruction having a positive	
	-Receive	effect on student achievement.	
	additional	This data indicates our students	
	professional	are stronger in narrative mode	
	development in	versus informational mode.	
	areas of need		
	-Seek additional	During progress monitoring	
	professional	teachers displayed their data on	
	knowledge	the electronic data wall. The	
	through book	data wall in the cafeteria is on	
	studies/research	display for all stake holders to	
	-Spread the	view.	
	use of effective	ELP and Saturday Academy	
		are being run by the Writing	
	practices across	Resource teacher, who submits	
	the school based	monthly data and attendance to	
Lillshorough 2012	I		

	on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)	ministration.		
Writing/LA Goal #1: 2012 Curr of Perform The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 88% to 90%.	ent Level 2013 Expected hance:* Level of Performance:*			
88	% 90%			

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1.2	2.	1.2.	1.2.	1.2.	1.2.	
	Not all teachers	Strategy	Who	- PLCs will review	-Student monthly demand	
	now how to	The purpose of this strategy		monthly demand	writes/formative assessments	
		is to strengthen the core	-Assistant Principals	writes, daily drafts,	-Student daily drafts	
		curriculum. Students' use	-Writing Resource	and conferencing	-Student daily draits	
	udent-created	of elaboration will improve		notes to determine	-Student portfolios	
		through the teachers' use	-District Writing Team	the needs of students,	-Star Interviews with student	
		of daily Writers' Workshop	e	connect writing to	revisions	
	re aware of the	lessons focused on craft	How	new state anchor	- Conferencing notes	
	est means to	through elaboration and	- PLC logs turned	papers, and verify	- Conferencing notes	
		one-on-one conferencing	into administration.	monthly growth.		
		to support differentiated	Administration provides	monuny growur.		
		instruction.	feedback.	- PLCs will chart the		
	riters' craft			increase in the number		
	chniques such	Action Steps.	observing higher-order use of	of students reaching		
	s sentence	1. PLC logs turned into	craft and elaboration models,	4.0 and above on		
	ariety and	administration.		the monthly writing		
		2. Administration provides	using the Administrator's	prompt.		
	f language	feedback.	Writers' Workshop	prompt.		
	rough word		Walkthrough Checklist for	- Writing Coach will		
			HCPS.	review and record the		
	etails.	Star Conferences will	- Evidence of strategy in	number of students		
ue		be provided to promote		who demonstrate		
		elaboration and determine	during administration walk-	mastery on the		
		lesson focus of the day	through.	assessment.		
		4. New to 4 th Grade		assessment.		
		teachers will take the		-Writing Coach		
		Writing Mentor Trainings		will share data with		
		and the TIP Write		the Curriculum		
		Beginnings Moodle		Leadership Team.		
		5. Teachers provide one-		The Curriculum		
		on-one/Star Interviews		Leadership Team will		
		with students to promote		review assessment		
		elaboration and subsequent		data for positive		
		student revisions to		trends at a minimum		
		experience, understand,		of once per nine		
		and achieve elaboration		weeks.		
		to move monthly demand				
		writes pieces to 4.0 and		- PLC facilitator and		
		beyond.		Writing Coach will		
		6. As a Professional		share data with the		
		Development activity,		Problem Solving		
		PLCs reconvene to discuss		Leadership Team.		
		I Les reconvene to discuss		Deadership Team.		L

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	ideas/lessons that focus	The Problem		
	on higher-level craft and	Leadership 7		
	elaboration techniques	review asses		
	based on student needs.	data for posi		
	7. As a Professional	trends at a m	inimum	
	Development activity,	of once per r	nine	
	teachers provide peer	weeks.		
	reviews of modeled writing			
	drafts for use in Writers'	- District Wr	iting	
	Workshop lessons to verify	Team will be		
	rigor of models in order to	with the more		
	promote higher-level craft	demand writ		
	and elaboration techniques.	by the writin		
	8. PLCs review monthly	through ema		
	demand writes and nine	Elementary		
	week data and set a new	Supervisor f		
	goal for the following nine	by fourth-gra		
	weeks.	writing revie	2W	
	9. PLCs record their work	meetings and		
	in the PLC logs.	pieces provid		
		monthly reso	ource	
		meetings.		
		First Nine We	eks Check	
		In the ment	-f	
		In the month		
		September 1		
		students scor		
		higher on the		
		monthly den	hand	
		writes.		
		4% of studer		
		a level 3 or h	igher	
		on the inform	national	
		October dem		
		writes.		
		Second Nine V	Veeks	
		Check		
		36% of stude	ents	
			.1165	

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			scored a level 3 or		
			higher on the narrative		
			November demand		
			writes.		
			120/		
			12% of students		
			scored a level 3		
			or higher on the		
			informational		
			December demand		
			writes.		
			40% of students		
			scored a level 3 or		
			higher on the narrative		
			January demand		
			writes.		
			Data in diastas and		
			Data indicates we		
			are emerging in		
			implementing writing		
			strategies with fidelity		
			and that we are currently		
			and that we are currently		
			working toward		
			instruction having		
			a positive effect on		
			student achievement.		
			This data indicates our		
			students are stronger in		
			students are stronger in		
			narrative mode versus		
			informational mode.		
			1		
			During progress		
			monitoring teachers		
			displayed their data on		
			the electronic data wall.		
			ule electronic data wall.		
			The data wall in the		
			cafeteria is on display for		
			all stake holders to view.		
			ELP and Saturday		
			A and amy are baing		
			Academy are being		
			run by the Writing		
			Resource teacher,		
			who submits monthly		
			data and attendance to		
			administration		
			administration.		

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 i	1	İ	i	i	i	i
	1.3.	1.3.	1.3.	1.3.	1.3.	
	- Not all teachers	Strategy	Who	- PLCs will review	-Student monthly demand	
	know how to	The purpose of this strategy		monthly demand	writes/formative assessments	
		is to provide fourth grade		writes, daily drafts,	-Student daily drafts	
		students an incentive.		and conferencing	-Student revisions	
		Students' scores on their		notes to determine	-Student portfolios	
	writing.	monthly demand writes		the needs of students,	-Star Interviews with student	
		will increase to ultimately		connect writing to	revisions	
		achieve a level 4 or higher		new state anchor	- Conferencing notes	
	best means to	on the FCAT Writes on		papers, and verify	- Conterencing notes	
		February 26 th . Any		monthly growth.		
	in the use of	student who achieves a	feedback.	montiny growth.		
	higher-level	level 4 or higher on the	- Classroom walk-through	- PLCs will chart the		
	writers' craft	FCAT Writes will take	observing higher-order use of	increase in the number		
	techniques such	a limo ride to Outback		of students reaching		
	as sentence		-	4.0 and above on		
	variety and	they will be provided lunch.		the monthly writing		
	mature command	they will be provided funer.		prompt.		
	of language	Action Steps.	Walkthrough Checklist for	prompt.		
	through word		HCPS.	- Writing Coach will		
	choice/specific	monthly demand writes.		review and record the		
	details	2. In September the student		number of students		
	actumb	incentive was launched		who demonstrate		
		in each classroom. Each	-	mastery on the		
		month students received	<u> </u>	assessment.		
		a clue as their scores				
		increased to reveal the		-Writing Coach		
		manner of transportation		will share data with		
		and location for lunch.		the Curriculum		
		3. The writing resource		Leadership Team.		
		teacher and the classroom		The Curriculum		
		teachers will keep an		Leadership Team will		
		ongoing record of student		review assessment		
		progress every month		data for positive		
		throughout the school year.		trends at a minimum		
		4. Students will track their		of once per nine		
		own scores on a bar graph		weeks.		
		in their writer portfolios to				
		self monitor progress and		- PLC facilitator and		
		goal attainment.		Writing Coach will		
		5. Classroom teachers		share data with the		
		and the writing resource		Problem Solving		
		will star interview and		Leadership Team.		
						•

conference with students not attaining a level 4 or higher on their monthly demand writes to identify craft and elaboration needed to improve to meet this goal. 6. In addition after school writing ELP and Saturday Writing Camp will be provided for any students not making a level 4 or higher on their monthly demand writes.	The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. - Support pieces provided at monthly resource meetings will be shared by the Writing Coach.	
	First Nine Weeks Check In the month of September 17 % of students scored a 3 or higher on the narrative monthly demand writes. 4% of students scored a level 3 or higher on the informational October demand	
	writes. Second Nine Weeks Check 36% of students scored a level 3 or higher on the narrative November demand writes. 12% of students	

		scored a level 3	
		or higher on the	
		informational	
		December demand	
		writes.	
		40% of students	
		scored a level 3 or	
		higher on the narrative	
		January demand	
		writes.	
		Data indicates we	
		are emerging in	
		implementing writing	
		strategies with fidelity	
		and that we are currently	
		working toward	
		instruction having	
		a positive effect on	
		student achievement.	
		This data indicates our	
		students are stronger in	
		narrative mode versus	
		informational mode.	
		During progress	
		monitoring teachers	
		displayed their data on	
		the electronic data wall.	
		The data wall in the	
		cafeteria is on display for	
		all stake holders to view.	
		an stake notuers to view.	
		ELP and Saturday	
		Academy are being	
		run by the Writing	
		Resource teacher,	
		who submits monthly	
		data and attendance to	
		administration.	

Writing/Language Arts Professional Development

Professional			
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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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	3rd through 5th Grade Writing	Writing Coach	3rd, 4th, and 5th Grade Teachers	October/November 2012	Administrative walkthroughs, follow-up assignments, and PLC logs	Administrative Team and Writing Coach
2012-2013 Support Moodle Training Course/ TIP Write Beginning Moodle Course	2nd through 5th Grade Writing	Online Course	3rd and 4th Grade Teachers	Ongoing throughout the 2012- 2013 school year	Reports from Professional Development, Monthly student writing reviews, and PLC logs	Administrative Team and Writing Coach
	Head Start through 5th Grade Writing		Head Start through 5th Grade Teachers	Ongoing, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team and Instructional Coaches
	Kindergarten through 5th Grade Writing	Writing Coach	Kindergarten through 5th Grade Teachers	January/February 2013	Administrative walkthroughs, follow-up assignments, and PLC logs	Administrative Team and Writing Coach
	Kindergarten through 5th Grade Writing	Writing Coach	Kindergarten through 5th Grade Teachers	March/April/May 2013	Administrative walkthroughs, follow-up assignments, and PLC logs	Administrative Team and Writing Coach

End of Writing Goals

semester -Implement IRIS

alert.

Problemsolving Attendance **Process to** Goal(s) Increase Attendance Based on the analysis Anticipated **Fidelity Check Strategy Data Check Student Evaluation** Strategy of attendance data, and Barrier Who and how will the fidelity How will the evaluation tool Tool reference to "Guiding be monitored? data be used to determine the Questions", identify and effectiveness of strategy? define areas in need of improvement: 1. Attendance 1.1. 1.1. 1.1. 1.1. 1.1. -Lack of Parental -Training faculty -Social Worker -Attendance committee will Reports generated on school and through IPT and involvement. -Guidance Counselor – meet biweekly and analyze -Economic district attendance PSLT attendance data to monitor school district Hardships procedures. Attendance committee effectiveness of incentives monthly attendance -Cultural Issues -Establish a and communication about reports. -Family Dynamics functioning these children -Weather attendance committee. -Establish and implement classroom and school wide incentives. -Parent Breakfast-Recognize the parents of students with perfect attendance for the fall and spring

Attendance Goal(s)

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
1. The attendance rate will increase from 93.42% in 2011-2012 to 95% in 2012-2013.						
2. The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will						
decrease by 20%.						
students who have 10 or more <u>unexcused</u> tardies to school throughout the school year will remain at 0.						
year will remain at 0.						
	93.42	95				
	with Excessive Absences	2013 Expected Number of Students with Excessive Absences (10 or more)				
	<u>(10 01 more)</u>	(10 or more)				
	156	124				
	156 2012 Current Number of Students with Excessive Tardies	124 2013 Expected Number of Students with Excessive Tardies				
	156 2012 Current Number of Students with Excessive Tardies (10 or more)	124 2013 Expected Number of Students with Excessive Tardies (10 or more)	1.2.		1.2. 1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please not ethat each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training faculty on school and district attendance procedures	Head Start through 5th Grade	Social Worker	School-Wide	August 2012 September 2012	Monthly attendance meetings	Principal, DP Clerk, and Social Worker

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem- solving Process to Decrease Suspension					
Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
of suspension data, and	Barrier		Who and how will the fidelity	How will the evaluation tool	Tool	
reference to "Guiding			be monitored?	data be used to determine the		
Questions", identify and				effectiveness of strategy?		
define areas in need of						
improvement:						

- Few - School-wide expectations, rules, expectations, rules, and procedures establish mentoring relationships with - Cougar Positive adults at school. Behavior Program	1. Suspension 1.1.	1.1.	1. 1.1. 1.1. 1.1.	1.1.
- Our School- Providedoes not havetraining to staffa clear school-in classroomwide systemmanagement forfor reinforcingTier 2 and Tier 3studentsstudents.specifically- Teachers werefor followinggiven three books:expectations andThe First Sixwith exacterClassroom Spacesinstruction toThat Workstudents on theexpectationand rules forand rules forappropriatebehavior	- Few opport exist f to con establi relatio adults - Our does n a clean wide s for rei studer specif for fol expect rules. -Wide with to instruce studer	www-School-wide expectations, rul and procedures -Weekly Mornin blish mentoring Meetings -Cougar Positive ts at school. r school - Provide r ot have training to staff ear school- in classroom e system management for einforcing Tier 2 and Tier 3 students. ifically - Teachers were bollowing given three book teations and Classroom Space teacher Classroom Space uction to extation rules for opriate	Few oportunities cist for students oconnect and procedures -Weekly Morning -PSLT Committee -Leadership Team -Administration ODRs and out of schemes -Weekly Morning -Cougar Positive Behavior Program -Cougar Positive Behavior Program -Provide -Prov	ation -District School Discipline Reports - UNTIE, EASI ODR chool and suspension data SS data cross-referenced with mainframe discipline

 Suspension Goal #1: The total number of In-School Suspensions will decrease from 1 to 0. The total number of students receiving In-School Suspension throughout the school year will decrease from 1 to 0. 	ot In –School Suspensions	2013 Expected Number of In- School Suspensions			
 The total number of Out-of-School Suspensions will decrease by 10%. The total number of students receiving Out- of-School Suspensions throughout the school year will decrease by 10%. 					
	2012 Total Number of Students Suspended In-School	0 2013 Expected Number of Students Suspended In -School			
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions 36			

	2013 Expected Number of Students Suspended Out- of-School					
27	24					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Suspension 1101es						
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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-Wide Discipline Training	Head Start through 5th Grade	Assistant Principal	School-Wide	August/September 2012	Administration walkthroughs	Administration
First Six Weeks of School	Head Start through 5th Grade	Principal	School-Wide	Preplanning	Administration walkthroughs	Administration
Morning Meetings and Spaces That Work	Head Start through 5th Grade	Principal	School-Wide	Preplanning	Administration walkthroughs	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)).

×.			I	represents next to the p		
Dropout	Problem-					
Prevention	solving					
Goal(s)	Process to					
Goui(s)						
	Dropout					
	Prevention					
Based on the analysis of	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
parent involvement data,	Barrier	Strategy	Who and how will the fidelity		Tool	
and reference to "Guiding				data be used to determine the		
Questions", identify and				effectiveness of strategy?		
define areas in need of						
improvement:	1 1	1.1	1.1	1.1	1.1	
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.						
		2013 Expected				
	Dropout Rate:*	Dropout Rate:*				
N/A						
		2013 Expected				
	Graduation Rate:*	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 not ethat each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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			data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1:							
See Title I PIP for this section.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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 Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement Parent Involvement Goal #2:	2.1.	2.1.	2.1.	2.1.	2.1.		

Enter narrative for the goal in this box.	level of Parent	2013 Expected level of Parent Involvement:*					
		2.1.	2.1.	2.1.	2.1.	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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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)).

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
data, identify and define	Barrier		Who and how will the fidelity		Tool	
areas in need of improvement:				data be used to determine the		
				effectiveness of strategy?		

1. Health and Fitness	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
Goai	-Eating	-We will	-Principal	- Classroom walkthroughs	-PACER test	
		establish a	-PE Coach	-Class schedule	component of the	
		Fitness Club to			FITNESSGRAM	
	class	promote Health			PACER for assessing	
		and Fitness			cardiovascular health.	
		throughout the			- Classroom teachers'	
		school			document in their	
		-Healthy			lesson plans the	
		nutrition and			ninety (90) minutes	
		fitness tips will			of "Teacher Directed"	
		be highlighted			physical education	
		in the school			that students have per	
		newsletter			week. This is also	
		-Provide a			reflected in the Master	
		Health Fair for			Schedule. Physical	
		the school and			Education teachers'	
		community			schedules reflect	
		-Elementary			the remaining sixty	
		students will			(60) minutes of the	
		engage in			mandated 150 Minutes	
		150minutes			of Elementary Phys.	
		of physical			Ed.	
		education per				
		week in grades				
		kindergarten				
		through 5.				
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*				
	Level :*	Level :*				
During the 2012-2013 school						
year, the number of students						
scoring in the "Healthy Fitness						
Zone" (HFZ) on the Pacer						
for assessing aerobic capacity and cardiovascular health will						
increase from 41% on the						
Pretest to 61 % on the Posttest.						
	41%	61%				

	1.2.	1.2.	1.2.	1.2.	1.2.	
	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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Health and Fitness Goal(s)

Continuous Improvement Goal(s)

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

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

	Achieveme nt					
Based on the analysis of school	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
data, identify and define	Barrier		Who and how will the fidelity	How will the evaluation tool	Tool	
areas in need of improvement:			be monitored?	data be used to determine the		
				effectiveness of strategy?		

1. Continuous 1.1.	.]	1.1.	1.1. <u>-</u>	1.1.	1.1.	
Improvement Goal						
-No		Continuously		Administration and CLT will		
	rents have a	ask for updated			CLT will provide	
	dated contacti	nformation	Technology Resource		feedback to staff	
	ormation	D 11			members on progress	
			Newsletter Chair		of their Parent	
			-Committee Chairs		Communication.	
			- ESOL/ELL Resource			
			Teacher - Team Leaders			
	rents ot all parents (- Team Leaders			
			How			
			- Pull Parent Link reports			
			- Administration and CLT			
			will meet monthly to			
			review school calendar,			
		Parent Links	website, Parent Link			
			reports, and newsletters			
	c	computer, text,	as well as to discuss			
	a	and phone calls	communication activities			
			for prior and upcoming			
	a	and Spanish	months			
		Update				
		the school				
	r	Marquee				
		Monthly				
		grade level				
		newsletter and				
		websites				
	,					
	L	Send home				
		reminder flyers				
		and stickers				
	f	for upcoming				
	e	events and				
	i	mportant dates				

Goal #1: The percentage of parents who strongly agree with the indicator that "The school keeps me informed of activities" (under Communication) will increase from 46.2% in 2012 to 60% in 2013.	Level :*	2013 Expected Level :*					
	46.2%	60%					
		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 not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate	A.1.	A.1.	A.1.	A.1.	A.1.		
Assessment:		See					
Students scoring proficient in							
reading (Levels 4-		Rea					
9).		ding Goal					
		Goal					
		5d					
	Level of	2013 Expected Level of					
The percentage of students scoring a	Performance:*	Performance:*					
Level 4 or higher on the 2013 FAA will							
maintain or increase							
by 1%.							
	N/A (To						
	protect						
	student identity,						
	no data						
	will be reported						
	– less than 10)						
	10)	A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

Alternate Assessment: Percentage of students making Learning Gains in reading.		B.1. See Rea ding Goal 5d	B.1.	B.1.	B.1.		
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	Level of Performance:*	Level of Performance:*					
	N/A (To protect student identity, no data will be reported – less than 10)						
						B.2. 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 Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	See	1.1.	1.1.	1.1.	
		Reading				
		ELL Goal 5C.1,				
		5C.2, 5C.3 and 5C.4				
		and 5C.4				
The percentage of students scoring proficient on the 2013 Listening/Speaking section of	2012 Current Percent of Students Proficient in Listening/Speaking:					
the CELLA will increase from 44% to 50%.						
	44%					
		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		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Di Staating	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Reading.		See				
		Reading				
		ELL Goal				
		5C.1,				
		5C.2, 5C.3 and 5C.4				
		and 5C.4				
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 24% to 30%.	2012 Current Percent of Students Proficient in Reading :					
	24%					
		2.2.		2.2.		2.2.
		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		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

proficient in Writing.		^{2.1.} See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4		2.1.	2.1.	
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 26%.						
	20%					
						2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
student achievement data,	Barrier		Who and how will the	How will the evaluation tool data be		
and reference to "Guiding			fidelity be monitored?	used to determine the effectiveness		
Questions", identify and				of strategy?		
define areas in need of						
improvement for the						
following group:						

F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).		See Math Goal 5d	F.1.	F.1.	F.1.		
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A (To protect student identity, no data will be reported – less than 10)	F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		^{G.1.} See Math Goal 5d	G.1.	G.1.	G.1.		
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A (To protect student identity, no data will be reported – less than 10)		G.2.	G.2.	G.2.	G.2.	
						G.3.	

Geometry EOC Goals Based on the analysis of student	Problem- Solving Process to Increase Student Achieveme nt		Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

NEW Geometry End-of-Course Goals *(High School ONLY)

I. Students scoring in the upper third on Geometry.				2.1.	2.1.		
Geometry Goal I: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

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:			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	See Scie nce Goals 1 & 2		J.1.	J.1.		
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-			
	Solving			
	Process to			
	Increase			
	Student			

	A 1 .	Í	İ	İ			
	Achieveme						
	nt						
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
achievement data, and reference	Barrier		Who and how will the fidelity		Tool		
to "Guiding Questions", identify				data be used to determine the			
and define areas in need of				effectiveness of strategy?			
improvement for the following							
group:							
K. Students scoring in	1.1.	1.1.	1.1.	1.1.	1.1.		
the middle or upper third							
(proficient) in Biology.							
(pronencie) in Diology.							
	2012 Current	2012 E					l
<u>Biology Goal K:</u>	Level of	2013 Expected Level of					
		Level of Performance:*					
Enter narrative for the goal in this	Performance:*	Performance:*					
box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.5.		1.5.	1.0.	1.5.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
achievement data, and reference	Barrier		Who and how will the fidelity	How will the evaluation tool	Tool		
to "Guiding Questions", identify			be monitored?	data be used to determine the			
and define areas in need of				effectiveness of strategy?			
improvement for the following							
group:							
L. Students scoring in	2.1.	2.1.	2.1.	2.1.	2.1.		
upper third in Biology.							
upper tinte in Diology.							
	1						
	1						

Biology G Enter narrativ box.	Level of	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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:	Barrier	be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	2012 Current Level		M.1.	M.1.	M.1.		
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	of Performance:*	Level of 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	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

Increase the number of and participation in STEM competitions and	time for math, science, ELA and other STEM teachers.	STEM professional		C	1.1 Logging number of project- based learning in math, science and STEM. Share data with teachers.
	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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of STEM Goal(s)

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

CTE 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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 4 in 2012- 2013.		1.1. Provide field trips to local businesses or CTE student competitions.	1.1.	1.1.	1.1. Log of CTE field trips.
	1.2.	1.2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In. 1.3.	1.2.	1.2. 1.3.	 1.2. Log of CTE special speakers. 1.3.

CTE 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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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	Foc	us	Prevent	
				0

• 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
Writing Goal 1.3 – Strengthen Teacher's writing workshop instruction/ student incentive	Provide Outback Lunch and Limo Ride in June for all students who score a 4 or higher on the February 26 th FCAT Writes.	400	
Reading, Math, Science, and Writing Goals (all strategies).	Support Parent Involvement's Family Night Event (Education Night) with supplies (including food and prizes). Parents will be informed on common core standards, SATs, FCAT, and other assessments.	125	

Reading and Writing Goals (all	Support Parent Involvement's Family Night Event (Literacy Night) with supplies	125	
strategies).	(including food and prizes). Parents will be informed on strategies for increasing literacy,		
	activities they can do at home with their students, receive books, and support.		
Attendance Goal 1.1 – Increasing parent	Provide supplies (including food and awards) to recognize parents of students and the	400	
involvement and providing incentive for	students with perfect attendance with a breakfast. One for the fall semester and one for		
parents and students.	the spring semester.		
Suspension Goal 1 – Decreasing the	Support the Positive Cougar Behavioral Program (such as Citizenship Pep Rallies)	125	
amount of in-school and out of school	with supplies (including food and awards) to recognize students with positive behavior.		
student suspensions.	Students will be recognized at the end of each quarter.		
Final Amount Spent			